

Method

LOCAL CONTROL & ACCOUNTABILITY PLAN

Date Adopted: September 12, 2013

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

Introduction:

Method Contact: Jessica Venezia, Executive Director, jessica@methodschools.org, (760) 224-0758 **LCAP Year: 2013-14**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

1) What is your LEA Mission/Vision?

Method Schools Vision: Our vision is to build Method into a regional network of high-performing schools that serve a diverse population in Southern California. We'll focus on: -Smart & solvent growth
-Demographically representative enrollment -Breakthrough approaches to learning -Consistent and noteworthy academic achievement -Collaborative relationship with other schools and authorizing district
Method Schools Mission: Method will provide breakthrough tools and educational approaches that deliver maximum results and accountability to California K-12 families.

2) Every focused plan begins with an analysis of data. A strong data analysis will reveal key areas of focus for your LEA. What story does your data tell about what your strategic focus should be in order to create continuous improvement for closing the achievement gap?

Method Schools will use the following sources for retrieving and reporting pertinent school and student performance data: Student Information System- CALPADS, CBEDS, P1, P2 and annual expenditure reports. Administration and teaching staff will annually review Smarter Balanced Assessment Consortium (SBAC) result to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels. Adaptive diagnostic or benchmark assessment data will be regularly reviewed by administration and teachers to refine instructional practices. A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data including SBAC results, diagnostic and benchmark assessment data, course evaluations, and the annual writing assessment. Teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Performance of at-risk and low achieving students will be ongoing throughout the year and will be aligned to a RTI model to guide the implementation of interventions. Administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Learning Coach for the student, their child's overall grade is always available to them. The learning management system used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports. Parents and guardians review student achievement data when they meet with their child's teacher biweekly. Parents will receive reports on SBAC testing by mail. The School Accountability Report Card (SARC) will be published annually prior to the April deadline. The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards. Further strategies to assess and evaluate Impact on student achievement Method's academic program is standards-based and data driven. Student achievement is evaluated through the following:

- Diagnostic assessment completed by every student three times per school year to assist in course placement and monitoring academic growth.
- Benchmark assessment completed quarterly and as necessary to track progress in specific skills and standards.
- Student Personalized Plan (SPP) reviewed and adjusted weekly to refine students' academic path and assigned interventions.
- RTI model utilized for every student based on student's National Percentile Rating (NPR) score. The Student Personalized Plan (SPP) will include an identified tier within the RTI program the student is placed in based on their assessment performance. The appropriate interventions will be applied based on the tier with which they are placed.
- Performance within the Plan, Execute, Prepare, and Reflect (PEPR) stages of completed projects. Appropriate interventions will be assigned within the student's SPP based on project performance.
- State test scores are reviewed annually by the Advisory committee to evaluate the overall effectiveness of the instructional program and identify specific areas for improvement.

3) Are your LCAP goals and Actions connected to your Mission/Vision?

4) Describe how your LEA involved all stakeholders in analyzing the story of your data and the support you provided them in understanding the data.

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

5) Describe how your LEA engaged stakeholders in the process of determining your focus after sharing the data story.

Method's teachers, administrators, and Board members all utilize this data to make curriculum and instructional decisions. The data is reviewed regularly by the Advisory committee and subject area professional learning communities to define areas needed for professional development and the implementation of additional academic programs and modified instructional practices.

Involvement Process

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

Impact on LCAP

In developing the LCAP, the Method Board of Directors conducted two board meetings to go over the LCAP and to develop a plan to involve the Method community. A committed community and parent involvement is an essential part of the Method model. Method can't be successful without this constant, meaningful interaction, and this was especially true in developing the LCAP. It's critical that the community-at-large have ample opportunities to provide feedback and guidance for the taxpayer-funded school. Method founders have spent the past year meeting with parents of potential Method students in an effort to build the optimal school, and we followed a similar – although condensed – process in disseminating information about the Method LCAP. The following are key initiatives and projects that have been undertaken, or will be, that will help guide the planning, design, and implementation of the school. This same process has been – or will be – done in developing the LCAP. It will also be used to refine the Method LCAP in coming years.

- **Implementation Team (IT):** Early on, Method's founders formed an Implementation Team (IT). This team, made up of school and business leaders, potential Method parents, and the founders, has reached out to parents, students, and community and school leaders in an effort to build a school that truly fills a need in Southern California. The team meets regularly, and will continue to do so, as the school launch date approaches. This team will be a regular part of the Method leadership plan after launch.
- **Research:** Regular surveys for parents, student and the overall Method community are planned. These surveys will be designed to provide an outlet for direct feedback and also as a tool to optimize the school. Other research opportunities will be routinely sought out in an effort to improve school performance and service delivery.
- **Representative Governing Board:** substantial efforts have been undertaken to ensure a robust and varied board has been selected that represents the communities Method serves. This Board, with is also part of the Implementation Team, is made up of highly-skilled and service-minded individuals who have future Method students' best interests in mind.
- **Website:** www.methodschools.org includes regular LCAP updates. The website is posted with several social media platforms to broaden reach and interaction opportunities. After implementation, ongoing parental involvement is a necessity for Method to grow each year. We'll pattern LCAP refinements after this model of ongoing and intensive family and community involvement. Families who have remarkable experiences will help spread the word. Regular and meaningful involvement is one way to make certain this happens. Parents are already helping form the foundation of Method, and in the future they'll be counted on to provide continual lift and inspiration. LCAP provides a formal document to build goals around.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions

1) How do the LEA goals address each of the 3 areas related to the state priorities: conditions of learning, pupil outcomes, and engagement?

Conditions of learning : Curriculum and Instructional Practices • Core subjects include Language Arts, Mathematics, Social Science, and Science. World Languages, Visual and Performing Arts and a variety of electives are also offered. All curriculum options are common core aligned and incorporate a focus on 21st Century Skills and will accomplish the following: • Teach 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes. • Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning. • Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills. • Encourage the integration of community resources beyond school walls. • The curricular and instructional approach will incorporate personalization, some opportunities for choice of curriculum, and an overall theme of student empowerment in their educational journey. • The curriculum options will: • Support a balance of assessments, including high-quality standardized testing along with effective formative and summative assessments. • Emphasize useful feedback on student performance that is embedded into everyday learning. • Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of skills. • Enable development of portfolios of student work that demonstrate mastery of skills. • Enable a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency. Pupil Outcomes: Method's academic program is standards-based and data driven. Student achievement is evaluated through the following: • Diagnostic assessment completed by every student three times per school year to assist in course placement and monitoring academic growth. • Benchmark assessment completed quarterly and as necessary to track progress in specific skills and standards. • Student Personalized Plan (SPP) reviewed and adjusted weekly to refine students' academic path and assigned interventions. • RTI model utilized for every student based on student's National Percentile Rating (NPR) score. The Student Personalized Plan (SPP) will include an identified tier within the RTI program the student is placed in based on their assessment performance. The appropriate interventions will be applied based on the tier with which they are placed. • Performance within the Plan, Execute, Prepare, and Reflect (PEPR) stages of completed projects. Appropriate interventions will be assigned within the student's SPP based on project performance. • State test scores are reviewed annually by the

Advisory committee to evaluate the overall effectiveness of the instructional program and identify specific areas for improvement. Engagement: Data-driven RTI Decision-making: Board of Directors will review student achievement data on a regular basis. RTI model enables teachers to address needs for students of all levels. Reports will consist of CST scores as well as quarterly reports on common core based benchmark tests data and on-line assessment data. The board will use this data in its evaluation of the schools progress and to assure that budget resource allocations meet student need. The Executive Director/Principal will use this data as a crucial part of the evaluation process of certificated teaching staff. Method's goal of accountability is key to the success of the school, and it falls in line with overall state initiatives of involving the community and stakeholders. One essential component of the Method accountability plan is to develop a set of metrics and/or key performance indicators that will measure community and stakeholder engagement. Unlike other metrics (e.g. student achievement), stakeholder engagement can be more difficult to measure. However, without a way to measure, it will be difficult to benchmark and improve, so development of KPIs in this area is planned beginning in July, 2014. The Method board has set September 1, 2014 as the date the community and stakeholder engagement KPIs should be completed.

2) How do the LEA goals connect to your locally identified priorities?

The following Method Schools goals connect to our locally identified priorities in the following way: 1) 1-1.5 Years of annual growth in Common Core State Standards in Math and ELA Addressing the needs of every student is provided through the following practices: - Common Core aligned curriculum - Comprehensive Response to Intervention (RTI) program for students of all abilities - Student Personalized Plans to ensure monitored progress through academic program - Regularly scheduled meetings with parents for consistent communication and partnership in ensuring student success 2) 1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments Ensuring academic progress for every student is achieved in the following ways: - Required diagnostic assessments for each student to assist in effective course placement and instructional support - Ongoing benchmark assessments to monitor student progress and refine instructional practices - Provide small group instruction based on student assessment deficiencies 3) 92%: Four-year cohort graduation rate for all retained students Guiding each student on a path towards graduation through the following practices: - Personalized support to achieve all requirements for graduation - Intervention program in place to assist those who need additional support - Variety of inventories used to place students on successful path to graduation and beyond 4) 85%: Postsecondary matriculation rate Each student will be provided the support and resources to meet their postsecondary goals - Personalized graduation, college, and career paths are generated for each student to meet college and career goals - Students are provided opportunities to explore colleges and careers of their choice through projects and field trips - College and career readiness program is used to generate personalized guidance for each student's college and career path

3) Describe the precision and personalization achieved by your goals as they relate to:

Individual Schools:

Method

Address the needs of every student is provided through the following practices: - Common Core aligned curriculum - Comprehensive Response to Intervention (RTI) program for students of all abilities - Student Personalized Plans to ensure monitored progress through academic program - Regularly scheduled meetings with parents for consistent communication and partnership in ensuring student success Ensure academic progress for every student is achieved in the following ways: - Required diagnostic assessments for each student to assist in effective course placement and instructional support - Ongoing benchmark assessments to monitor student progress and refine instructional practices - Provide small group instruction based on student assessment deficiencies Guide each student on a path towards graduation through the following practices: - Personalized support to achieve all requirements for graduation - Intervention program in place to assist those who need additional support - Variety of inventories used to place students on successful path to graduation and beyond Each student will be provided the support and resources to meet their postsecondary goals - Personalized graduation, college, and career paths are

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

Sub Groups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Understanding the need to modify expected goals and outcomes by the various subgroups Method Schools will serve, we've built specialized additional support for these subgroups. Economically Disadvantaged-Method will partner with students of diverse cultural and socioeconomic backgrounds (at launch, approximately 60% free/reduced lunch) to develop skills that closely align to deeper learning and beyond. We're committed to a collaborative approach with Socioeconomically Disadvantaged students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through student driven collaborative projects and self-paced academic content, students of diverse backgrounds participate in activities that promote self-discovery of personal and academic knowledge and interests which will refine their path to college and beyond. English Learner/Hispanic- As a Southern California charter school, Method anticipates serving an English Language Learner (ELL) population that is higher than the state average. Each ELL student will be assessed at enrollment and placed in an RTI tier. Diagnostic assessments will continue throughout the year to ensure ELL students are being delivered effective instruction. The online curriculum we're using is adaptive, and this will make it possible to deliver precise and differentiated instruction to ELL students. A key initiative of the Method board is to monitor and improve upon ELL instruction practices.

4) What data did you analyze in relation to your efforts that personalize and create precision for:

Individual Schools:

Method

Because Method Schools has not yet opened and is prepared to launch in August, 2014, we do not have active data to analyze. Instead, we analyzed demographic data of the county of our authorizer to better understand the population we are likely to serve and built programs and procedures to serve a similar student population. Additionally, we analyzed state test performance data of students enrolled in programs using the same curriculum and assessment tools Method Schools plans to use. This combination of data analysis assisted in the development of the personalized instructional approach and intervention programs.

Sub Groups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Understanding the need to modify expected goals and outcomes by the various subgroups Method Schools will serve, we've built specialized additional support for these subgroups. Economically Disadvantaged-Method will partner with students of diverse cultural and socioeconomic backgrounds (at launch, approximately 60% free/reduced lunch) to develop skills that closely align to deeper learning and beyond. We're committed to a collaborative approach with Socioeconomically Disadvantaged students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively

communicate to ultimately prepare them for a meaningful college experience and career. Through student driven collaborative projects and self-paced academic content, students of diverse backgrounds participate in activities that promote self-discovery of personal and academic knowledge and interests which will refine their path to college and beyond. English Learner/Hispanic- As a Southern California charter school, Method anticipates serving an English Language Learner (ELL) population that is higher than the state average. Each ELL student will be assessed at enrollment and placed in an RTI tier. Diagnostic assessments will continue throughout the year to ensure ELL students are being delivered effective instruction. The online curriculum we're using is adaptive, and this will make it possible to deliver precise and differentiated instruction to ELL students. A key initiative of the Method board is to monitor and improve upon ELL instruction practices.

Goals

Description of Goal

1) Goals

Identified Need and Metric:

Need

Applicable Pupil Subgroup(s):

---ALL Students---

Schools Affected:

Method

Annual Update: Analysis of Progress

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

What will be different/improved for students?

2013-14: Change

2014-15: Change

2015-16: Change

Related State and Local Priorities:

Basic

State Standards Implementation

Course Access

Pupil Achievement

Other Pupil Outcomes

Parent Involvement

Pupil Engagement

School Climate

Description of Goal

2) 1-1.5 Years of annual growth in Common Core State Standards in Math and ELA

Identified Need and Metric:

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

Applicable Pupil Subgroup(s):

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Schools Affected:

Method

Annual Update: Analysis of Progress

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

What will be different/improved for students?

2013-14: Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

2014-15: Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

2015-16: Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

Related State and Local Priorities:

Basic

State Standards Implementation

Course Access

Pupil Achievement

Other Pupil Outcomes

Parent Involvement

Pupil Engagement

School Climate

Description of Goal

3) 1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Identified Need and Metric:

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

Applicable Pupil Subgroup(s):

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Schools Affected:

Method

Annual Update: Analysis of Progress

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

What will be different/improved for students?

2013-14: Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

2014-15: Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

2015-16: Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

Related State and Local Priorities:

Basic
State Standards Implementation
Course Access
Pupil Achievement
Other Pupil Outcomes
Parent Involvement
Pupil Engagement
School Climate

Description of Goal

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

Identified Need and Metric:

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

Applicable Pupil Subgroup(s):

*Economically Disadvantaged
*English Learner (EL)
Hispanic or Latino

Schools Affected:

Method

Annual Update: Analysis of Progress

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

What will be different/improved for students?

2013-14: Four-year cohort graduation rate of 92% for all retained students.

2014-15: Four-year cohort graduation rate of 94% for all retained students.

2015-16: Four-year cohort graduation rate of 96% for all retained students

Related State and Local Priorities:

Basic
State Standards Implementation
Course Access
Pupil Achievement
Other Pupil Outcomes
Parent Involvement
Pupil Engagement
School Climate

Description of Goal

5) Postsecondary matriculation rate of 85%

Identified Need and Metric:

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

Applicable Pupil Subgroup(s):

*Economically Disadvantaged
 *English Learner (EL)
 Hispanic or Latino

Schools Affected:

Method

Annual Update: Analysis of Progress

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

What will be different/improved for students?

2013-14: Postsecondary matriculation rate of 85%

2014-15: Postsecondary matriculation rate of 87%

2015-16: Postsecondary matriculation rate of 89%

Related State and Local Priorities:

Basic
 State Standards Implementation
 Course Access
 Pupil Achievement
 Other Pupil Outcomes
 Parent Involvement
 Pupil Engagement
 School Climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061,

52067, and 47606.5.

Guiding Questions

1) Have you calculated your budget with the LCFF formula?

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2) Describe any actions/services planned over and above the ones in Section 2 provided to:

Applicable Pupil Subgroup(s):

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Method Schools will provide the identified subgroups with the following additional services: Economically disadvantaged- Method will partner with students of diverse cultural and socioeconomic backgrounds (at launch, approximately 60% free/reduced lunch) to develop skills that closely align to deeper learning and beyond. We're committed to a collaborative approach with Socioeconomically Disadvantaged students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through student driven collaborative projects and self-paced academic content, students of diverse backgrounds participate in activities that promote self-discovery of personal and academic knowledge and interests which will refine their path to college and beyond. English Learners/Hispanic- As a Southern California charter school, Method anticipates serving an English Language Learner (ELL) population that is higher than the state average. Each ELL student will be assessed at enrollment and placed in an RTI tier. Diagnostic assessments will continue throughout the year to ensure ELL students are being delivered effective instruction. The online curriculum we're using is adaptive, and this will make it possible to deliver precise and differentiated instruction to ELL students. A key initiative of the Method board is to monitor and improve upon ELL instruction practices.

3) How do these actions/services link to identified goals and performance indicators?

The following key components of the Method Schools educational program ensure attainment of our proposed student outcomes (we call the combination of these features the Method Engine):

Student Personalized Plan

Each enrolled student collaborates with their Method Highly Qualified Teacher and Learning Coach to complete a Student Personalized Plan (SPP) that is based on required diagnostic and benchmark assessment data and guides their academic path throughout each school year.

Based on individual assessment performance, each student is placed within a tier of the three-tiered Response to Intervention (RTI) program where appropriate interventions are assigned.

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

The SPP is a key component of a student centered/owned product.

CCSS Core Content

Rigorous, Common Core-aligned courses are delivered online by proven providers along with on-site data driven activities built for small group or one-on-one targeted instruction.

Student driven projects aligned to the Common Core state standards are provided that allow students to explore their interests, skills, and areas of growth.

iRotate

Method Schools utilizes a rotational model that students participate in on-site. iRotate consists of the following stations:

- Data-Driven & Personalized Small Group Instruction: Teacher provides small group or one-on-one instruction
- Common Core Aligned Online Content: Focus on rich content through online courseware delivered by proven providers
- Student Driven Collaborative Projects: Students work in small groups on Common Core aligned and college focused projects

Student Driven Collaborative Projects

As part of the deeper learning skills of collaboration, effective communication, critical thinking, and problem solving, Method Schools offers a dynamic, student driven project based component of the educational program.

As part of the iRotate learning environment, students work in selected to groups to complete projects by applying the four collaborative steps of Planning, Executing, Presenting, and Reflecting. Projects are aligned to Common Core standards and students have the freedom to either select a project from Method Schools created options or are encouraged to collaborate to create their own with Method Schools instructional guidance.

Many assigned projects will be based on strategically grouping students based on their strengths and interests identified in a college and career readiness online platform that helps connect academic achievement to post-secondary goals.

Transitional College (Transitional C)

As part of the commitment to prepare every student for college upon high school graduation, students in grades 9-12th participate in the Transitional College program at Method Schools.

This program includes student-driven, college focused projects based on their strengths and interests identified in a college and career readiness online platform that helps connect academic achievement to post-secondary goals.

Students participate in experiences at colleges and universities through meaningful partnerships along with a rigorous and comprehensive course catalog that is UC approved and provides courses that appeal to a variety of student interests and academic paths. As students move through the program they will develop habits and skills that will prepare them for college and beyond.

4) Describe the specific expenditures supporting changes to actions and services as a result of the identified goal?

The following expenditures support actions and services to meet our identified goals:

Expanded course catalog that adapts to targeted subgroups

Enhanced project based learning, options for EL students

Improved data analytics reporting across subgroups using third a party dashboard

Extended world language platform for English language

Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program

Adaptive Online Content from K12, Edgenuity, Aventa, Fuel Ed

Year 1: \$190,000

Year 2: \$230,000

5) Thinking ahead to your annual update, how will you know the services/actions planned will address the needs you have identified?

This will be ascertained through our ongoing diagnostic and benchmark assessments and through generated reports from our student dashboard.

Method Schools presents regularly retrieved student performance data to its Board members quarterly.

6) Have you adequately captured your identified outcomes so all stakeholders can clearly identify and determine progress towards them?

Method Schools plans on presenting student performance data quarterly to Board members, students, parents and community members.

7) Summarize your goals and related actions as they are related to your expenditures, justify your method of disbursement.

All Method Schools expenditures must be justified. Justification requires each expenditure to be categorized according to which goal or intended outcome it supports. This is reflected on electronic and hard copy disbursement requests. Monthly, such requests are consolidated and reported to the Board of directors by amount and according to goal and objective.

Actual disbursement of payments to vendors will be managed by a third party back office provider. Regardless, each expenditure is reported to the Board monthly.

8) Does your data story support your use of funds, and can you prove this is the most effective use of funds to meet your goals in the priority areas?

Method Schools plans to open in August, 2014, so we currently do not have live data to utilize. We plan to generate data regularly that supports our use of funds in alignment to our goals.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Description of Goal

1) Goals

Actions and Services

1) N/A

Related State and Local Priorities:

Basic

Level of Service:

Method

Annual Update: Review of Actions and Services

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

School year(s) the action item will apply:

2014-15, 2015-16

Description of expenditures to implement these actions and services:

N/A

Fund sources to support these actions and services:

LCFF Basic (0000)

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Description of Goal**2) 1-1.5 Years of annual growth in Common Core State Standards in Math and ELA****Actions and Services**

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

Applicable Subgroups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Related State and Local Priorities:

Basic

State Standards Implementation

Course Access

Pupil Achievement

Other Pupil Outcomes

Parent Involvement

Pupil Engagement

School Climate

Level of Service:

Method

Annual Update: Review of Actions and Services

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

School year(s) the action item will apply:

2014-15,2015-16

Description of expenditures to implement these actions and services:

Major expenditures associated with this goal: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell

Fund sources to support these actions and services:

LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)

Description of Goal

3) 1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Actions and Services

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

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

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

Applicable Subgroups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Related State and Local Priorities:

Basic

State Standards Implementation

Course Access

Pupil Achievement

Other Pupil Outcomes

Parent Involvement

Pupil Engagement

School Climate

Level of Service:

Method

Annual Update: Review of Actions and Services

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

School year(s) the action item will apply:

2014-15,2015-16

Description of expenditures to implement these actions and services:

Major expenditures associated with this goal:

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

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Diagnostic & Benchmark Assessment Tool

Included In Curriculum Cost

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$103,000

Year 2: \$21,000

Fund sources to support these actions and services:

LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Other

Description of Goal

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

Actions and Services

1) 3) 92%: Four-year cohort graduation rate for all retained students

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

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

Applicable Subgroups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Related State and Local Priorities:

Basic

State Standards Implementation

Course Access

Pupil Achievement

Other Pupil Outcomes

Parent Involvement

Pupil Engagement

School Climate

Level of Service:

Method

Annual Update: Review of Actions and Services

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

School year(s) the action item will apply:

2014-15,2015-16

Description of expenditures to implement these actions and services:

Major expenditures associated with this goal:

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

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$190,000

Year 2: \$230,000

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Brainhoney dashboard

Year 1: \$1,400

Year 2: \$1,400

Technology Equipment from Apple/Dell

Year 1: 1030,000

Year 2: \$21,000

Fund sources to support these actions and services:

LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Private,Other

Description of Goal

5) Postsecondary matriculation rate of 85%

Actions and Services

1) 85% Postsecondary matriculation rate

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

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

Applicable Subgroups:

*Economically Disadvantaged

*English Learner (EL)

Hispanic or Latino

Related State and Local Priorities:

Basic
State Standards Implementation
Course Access
Pupil Achievement
Other Pupil Outcomes
Parent Involvement
Pupil Engagement
School Climate

Level of Service:

Method

Annual Update: Review of Actions and Services

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

School year(s) the action item will apply:

2014-15,2015-16

Description of expenditures to implement these actions and services:

Major expenditures associated with this goal:

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

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$190,000

Year 2: \$230,000

Brainhoney Dashboard:

Year 1: \$1,400

Year 2: \$1,400

College Transportation Tours

Year 1: \$3,000

Year 2: \$3,000

College & Career Reainess Platform

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$103,000

Year 2: \$21,000

Fund sources to support these actions and services:

LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Lottery Instructional Materials (6300),Private,Other

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

As a new charter school for 2014-15, Method had no funds allocated to it in 2013-14 from state sources so there is no comparison to be drawn. However, due to a low income and ELL population that is above the state average, we're projecting a moderate increase in funds when compared to what Method would have generated under the previous funding model. This increase amounts to approximately 9.5 to 11% across all grades. The additional funding generated under LCFF model will be described in the response to question #2.

To ensure academic growth and content mastery for low SES and English Learners in English Language Arts and Math, Method Schools will invest LCAP funds into the following: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell • Diagnostic and benchmark assessment tool from Scantron • Technology equipment from Apple and Dell • Expanded course catalog that adapts to targeted subgroups • Enhanced project based learning, options for EL students • Comprehensive curriculum for EL learners • Improved data analytics reporting across subgroups using third a party dashboard • Extended world language platform for English language • Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program • Transportation costs for college tours • Project based learning curriculum data base that connects high school to college projects

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

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

Method projects between 9.5% and 11% in LCFF model funding compared to what would have been generated under the previous funding model. Again, because Method will not be in operation until after the LCFF funding model takes effect, the percentage increase in funding is speculative - based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, Method has budgeted a commensurate increase in funding to reach these subgroups, specifically: Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed College & Career Readiness platform from Naviance Brainhoney dashboard Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from Apple and Dell Expanded course catalog that adapts to targeted subgroups Enhanced project based learning, options for ELL students Comprehensive curriculum for EL learners Improved data analytics reporting across subgroups using third a party dashboard Extended world language platform for English language Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program Transportation costs for college tours

The increase in funds based on the LCFF model, compared to the previously funded model (assuming that Method Schools was in operation before the implementation of LCFF and assuming static subgroup population levels), generates between 9.5 and 11% in additional funding. Based on the 11% increase in funds have been budgeted to reach targeted subgroups. We anticipate this figure to remain the same or slightly increase for Year 2 for the LCFF model. As identified in previous questions, Method Schools will be investing in a variety of instructional programs to support EL learners such as technological devices, enriched curriculum, and intervention programs. Method Schools will also invest in resources to ensure equitable access to for all students to technology, curriculum, instructional support and intervention programs.

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