

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

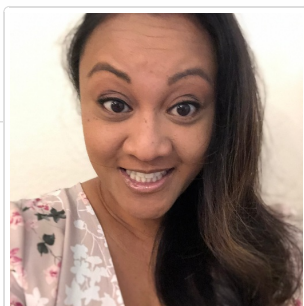
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jade Fernandez

Principal, MethodSchools

About Our School

I am pleased to be submitting another SARC report as a charter school in its younger years of development. We hope that the information in this report is helpful in establishing ourselves as another quality educational option for students in Southern California.

We specialize in lower student to teacher ratios, custom instructional software solutions, and a team first, adaptable culture. Our model is enabled through internally developed innovations originally built as solutions to our own pain points. These innovations enhance our product, academic outcomes, and overall position in the charter school landscape.

Contact

MethodSchools
4612 Dehesa Rd
El Cajon, CA 92019-2922

Phone: 951-461-4620
Email: jfernandez@methodschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Rich Thome
Email Address	rich.thome@dehesasd.net
Website	www.dehesasd.net/

School Contact Information (School Year 2019—20)	
School Name	MethodSchools
Street	4612 Dehesa Rd
City, State, Zip	El Cajon, Ca, 92019-2922
Phone Number	951-461-4620
Principal	Jade Fernandez
Email Address	jfernandez@methodschools.org
Website	http://methodschools.org/
County-District-School (CDS) Code	37680490129221

Last updated: 1/21/2020

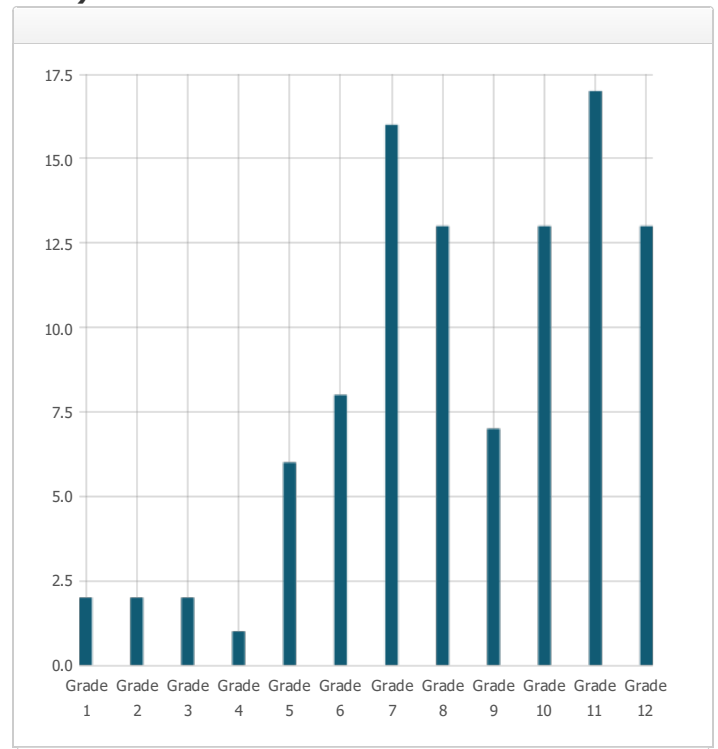
School Description and Mission Statement (School Year 2019—20)

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

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 1	2
Grade 2	2
Grade 3	2
Grade 4	1
Grade 5	6
Grade 6	8
Grade 7	16
Grade 8	13
Grade 9	7
Grade 10	13
Grade 11	17
Grade 12	13
Total Enrollment	100



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.00 %
American Indian or Alaska Native	%
Asian	1.00 %
Filipino	2.00 %
Hispanic or Latino	29.00 %
Native Hawaiian or Pacific Islander	1.00 %
White	49.00 %
Two or More Races	7.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.00 %
English Learners	1.00 %
Students with Disabilities	5.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

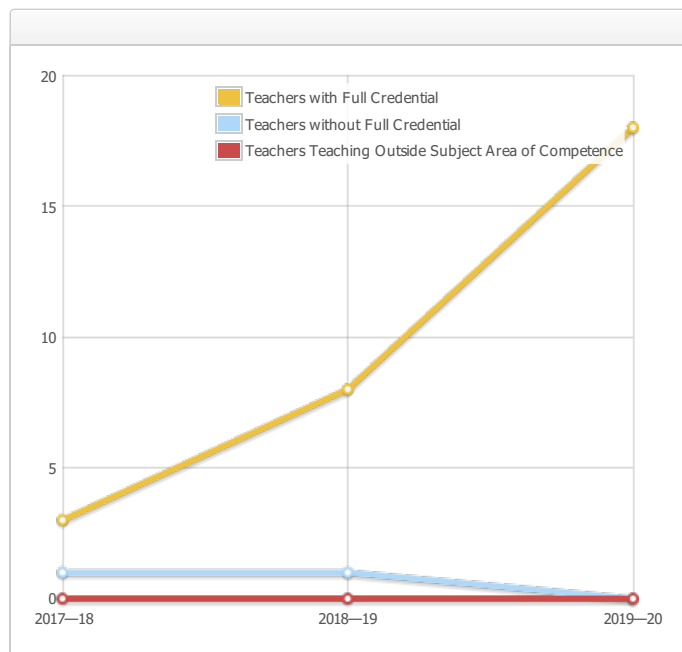
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

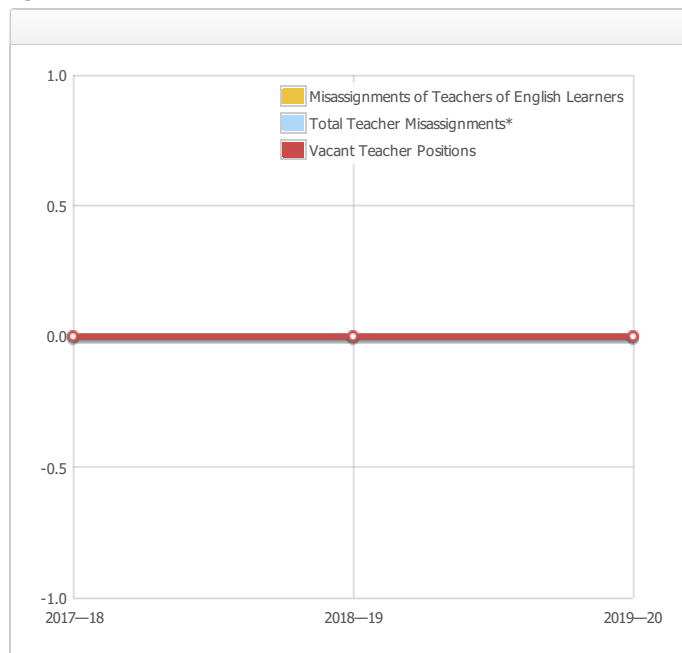
Teachers	School	School	School	District
	2017—18	2018—19	2019—20	2019—20
With Full Credential	3	8	18	
Without Full Credential	1	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/21/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
Mathematics	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
Science	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
History-Social Science	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
Foreign Language	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
Health	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.00 %
Visual and Performing Arts	<p>Method utilizes Smartfox online curriculum which is continually updated to meet all state standards. Any textbooks or required reading is provided either through Smartfox online curriculum or through digital books provided through Overdrive - a digital book vendor.</p> <p>For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students for use through the year and returned at the end of the school year or upon withdrawing from Method. FuelEducation materials are updated to maintain state standards.</p>	Yes	0.0 %

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/21/2020

School Facility Conditions and Planned Improvements

As an online school, Method does not operate any school campuses. All operations are conducted through remote employees and Method Schools headquarters in Murrieta, CA.

Method Schools headquarters is in new condition and built to the specifications of Method. The facility does not require any facility improvements at the current time and is well maintained by professional janitorial services.

Last updated: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/21/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	29.0%	42.0%	41.0%	44.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	22.0%	23.0%	23.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/21/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	84	84.00%	16.00%	41.67%
Male	68	59	86.76%	13.24%	32.20%
Female	32	25	78.13%	21.87%	64.00%
Black or African American	15	9	60.00%	40.00%	22.22%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	20	80.00%	20.00%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	54	49	90.74%	9.26%	48.98%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	40	34	85.00%	15.00%	47.06%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/21/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	88	88.00%	12.00%	21.59%
Male	68	60	88.24%	11.76%	21.67%
Female	32	28	87.50%	12.50%	21.43%
Black or African American	15	11	73.33%	26.67%	0.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	25	20	80.00%	20.00%	20.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	54	51	94.44%	5.56%	29.41%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	40	35	87.50%	12.50%	22.86%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/21/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/21/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Method Schools is in its beginning phases of implementing a full-CTE program and currently uses Virtual Job Shadow to allow students to explore college and career interests. Method has created a career interests inventory for students and developing curriculum for CTE pathways.

Method promotes college and career exploration through events such as college tour field trips, job and college fairs, and promoting partnerships with local community colleges.

Last updated: 1/21/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/21/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	41.18%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	50.00%	25.00%	16.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Method Schools creates several channels of communication between the school and its families. Method encourages regular and open communication through weekly one on one meetings with the student's homeroom teacher, parent, and student. Teachers regularly communicate progress with families as well as encourages participation in upcoming community events and field trips throughout Southern California.

Method Schools has a high standard for building partnerships for student outcomes. Method recognizes that involved and aware parents are a key ingredient to the student success; therefore, it is expected that all students meet with their teacher 1:1 once a week to communicate progress and concerns. If parents are unable to attend, notes of what was discussed are shared with the parent.

Recognizing the need to further involve parent voice in decision making, Method is creating a parent advisory group to meet this need. The focus of this group is to empower parents to be an active participant in their students' education and provide resources and support in learning at home

State Priority: Pupil Engagement

Last updated: 1/21/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

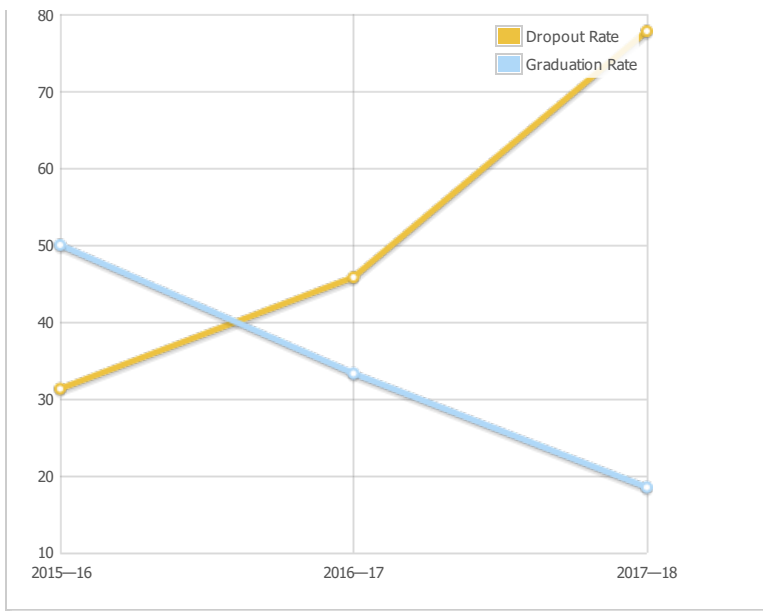
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	31.30%	--	9.70%
Graduation Rate	50.00%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	45.80%	77.80%	27.40%	32.10%	9.10%	9.60%
Graduation Rate	33.30%	18.50%	32.60%	34.90%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/21/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/21/2020

School Safety Plan (School Year 2019—20)

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. A Board approved comprehensive safety plan has been developed for the school, was reviewed in November of 2019, and is followed through by all staff.

Procedures for Background Checks Employees and contractors of the School will be required to submit a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1.

New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

The Director of the school shall monitor compliance with this policy and report to the Method Schools Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director.

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance.

Last updated: 1/21/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	3.00	23		
Mathematics	3.00	22		
Science	3.00	14		
Social Science	3.00	19		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	6		
Mathematics	5.00	8		
Science	10.00	2		
Social Science	4.00	5		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	4	1	
Mathematics	3.00	7		
Science	2.00	6		
Social Science	12.00	5		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/21/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/21/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/21/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9375.00	\$228.00	\$9078.00	\$63700.00
District	N/A	N/A	\$0.00	\$0.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.00	\$64732.00
Percent Difference – School Site and State	N/A	N/A	25.00%	-1.59%

Note: Cells with N/A values do not require data.

Last updated: 1/21/2020

Types of Services Funded (Fiscal Year 2018–19)

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

The overall model contains the following components:

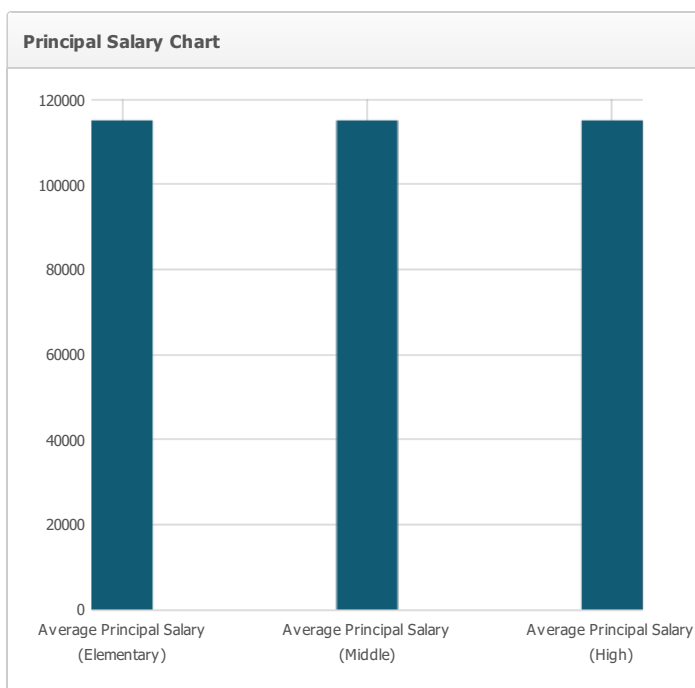
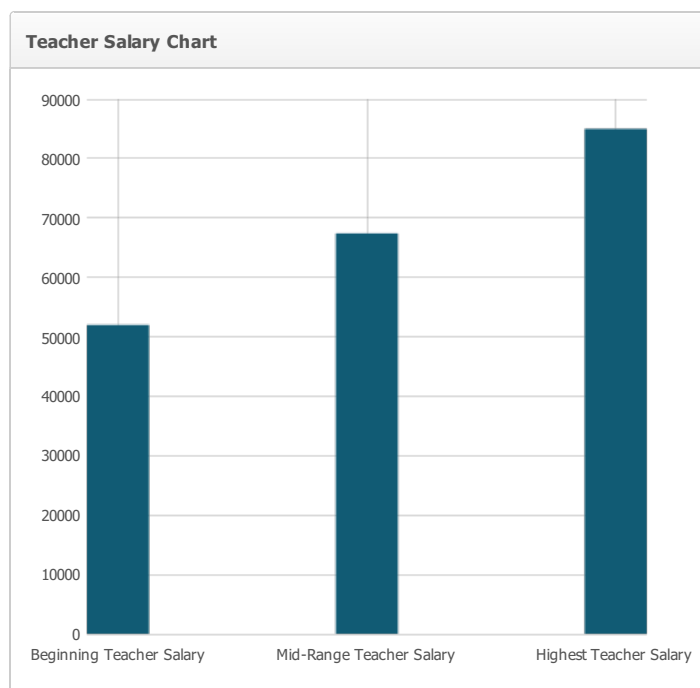
- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher.
- Students can create their own schedules, but need to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students are required to meet with their Method Schools teachers every week virtually
- Students have access to their Method Schools teacher through email or phone
- This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. One way of customizing the Method student experience is through differentiated instructional delivery.

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,000	\$45,252
Mid-Range Teacher Salary	\$67,400	\$65,210
Highest Teacher Salary	\$85,000	\$84,472
Average Principal Salary (Elementary)	\$115,000	\$107,614
Average Principal Salary (Middle)	\$115,000	\$112,242
Average Principal Salary (High)	\$115,000	--
Superintendent Salary	\$115,000	\$124,686
Percent of Budget for Teacher Salaries	40.00%	31.00%
Percent of Budget for Administrative Salaries	6.25%	7.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/21/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	1.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/21/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	10