

# School Accountability Report Card

## Reported Using Data from the 2017—18 School Year

### California Department of Education

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

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

### DataQuest

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

### Internet Access

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



### Jessica Spallino, Director

Principal, MethodSchools

#### About Our School

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

Method schools offers a unique blended learning model that combines project-based learning and online learning and delivers data-driven instruction. It aims towards being a unique combination of real-world, relevant learning and flexibility that students need. In addition to engaging projects and flexible schedules, we wanted to ensure all Method students mastered critical content, so we integrated all of our curriculum and projects in a complimentary and meaningful way.

#### Contact

*MethodSchools*  
4612 Dehesa Rd  
El Cajon, CA 92019-2922

Phone: 951-461-4620  
E-mail: [jessica@methodschools.org](mailto:jessica@methodschools.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Dehesa Elementary
<b>Phone Number</b>	(619) 444-2161
<b>Superintendent</b>	Nancy Hauer
<b>E-mail Address</b>	<a href="mailto:nancy.hauer@dehesasd.net">nancy.hauer@dehesasd.net</a>
<b>Web Site</b>	<a href="http://www.dehesasd.net/">www.dehesasd.net/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	MethodSchools
<b>Street</b>	4612 Dehesa Rd
<b>City, State, Zip</b>	El Cajon, Ca, 92019-2922
<b>Phone Number</b>	951-461-4620
<b>Principal</b>	Jessica Spallino, Director
<b>E-mail Address</b>	<a href="mailto:jessica@methodschools.org">jessica@methodschools.org</a>
<b>Web Site</b>	<a href="http://methodschools.org/">http://methodschools.org/</a>
<b>County-District-School (CDS) Code</b>	37680490129221

*Last updated: 1/25/2019*

### School Description and Mission Statement (School Year 2018—19)

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

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

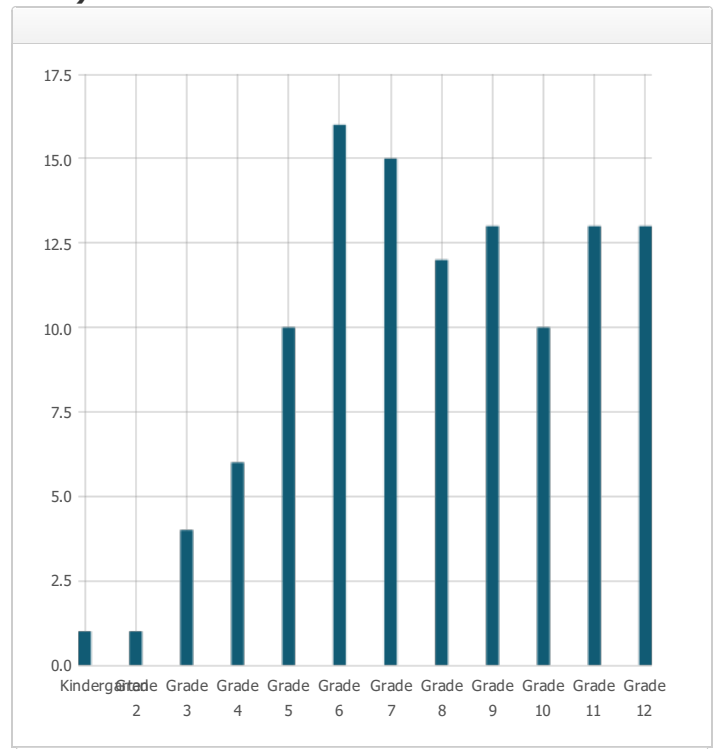
Further focus areas include:

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

*Last updated: 1/25/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	4
Grade 4	6
Grade 5	10
Grade 6	16
Grade 7	15
Grade 8	12
Grade 9	13
Grade 10	10
Grade 11	13
Grade 12	13
<b>Total Enrollment</b>	<b>114</b>



Last updated: 1/15/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.1 %
American Indian or Alaska Native	%
Asian	4.4 %
Filipino	1.8 %
Hispanic or Latino	29.8 %
Native Hawaiian or Pacific Islander	%
White	55.3 %
Two or More Races	1.8 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.7 %
English Learners	3.5 %
Students with Disabilities	10.5 %
Foster Youth	0.9 %

## A. Conditions of Learning

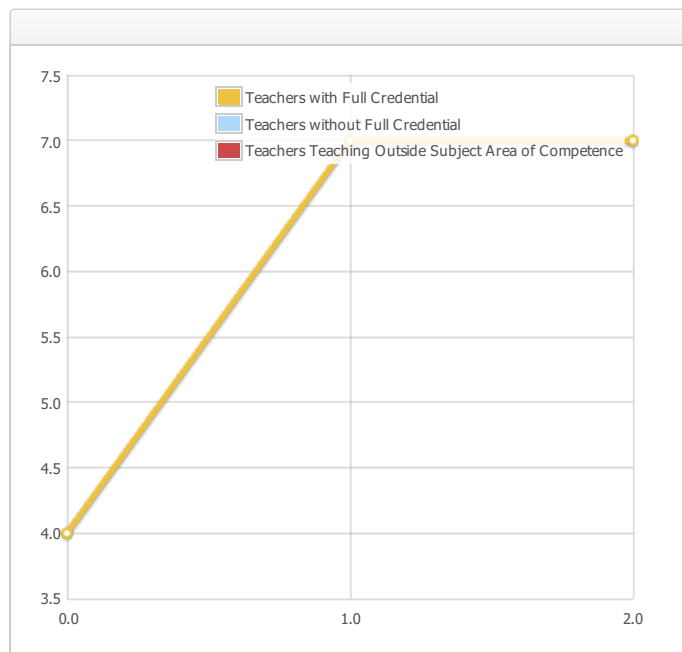
### State Priority: Basic

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

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

#### Teacher Credentials

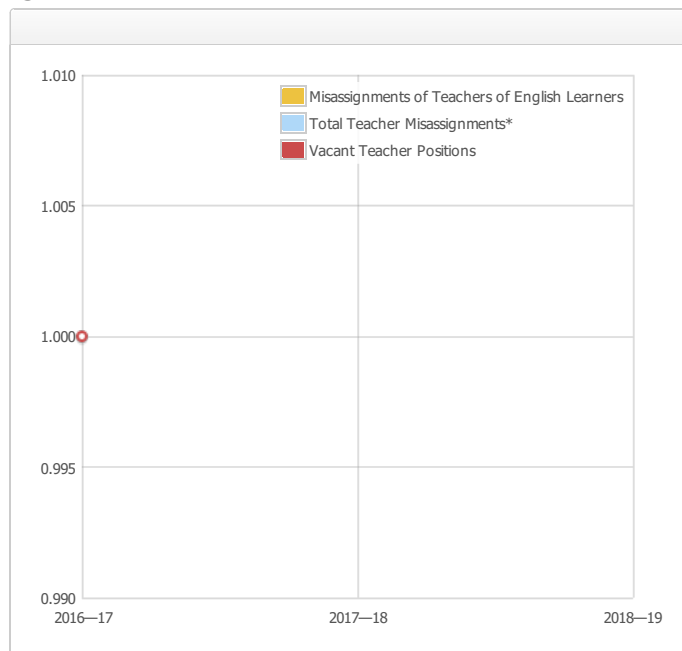
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	4	7	7	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/25/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions	1		



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

Last updated: 1/25/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
Mathematics	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards</p>	Yes	0.0 %
Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
History-Social Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
Foreign Language	Foreign Languages are offered to our High School students only and materials are provided online.	Yes	0.0 %
Health	Health is offered to our High School students only and materials are provided online.	Yes	0.0 %
Visual and Performing Arts	Visual and Performing Art sare offered to our High School students only and materials are provided online.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

## School Facility Conditions and Planned Improvements

Method operates two school facilities - one in San Diego at our authorizer's district site, and the other in Murrieta. The San Diego center is located at our authorizer's district site in El Cajon and is in an office where any student can meet with their credentialed teachers.

Method's Murrieta center is a space that was originally intended to be a retail center. The school secured a Conditional Use Permit (CUP) in July 2014 that allowed for school occupancy. The school is in new condition and was built to the specifications of Method. It's intended to be the template for future Method buildings.

Neither the Dehesa nor Murrieta centers require any facility improvements at the current time. Both are kept clean by professional janitorial services.

*Last updated: 1/25/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary
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*Last updated: 1/15/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	29.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	13.0%	22.0%	23.0%	37.0%	38.0%

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

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

*Last updated: 1/15/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	80	94.12%	28.75%
Male	56	52	92.86%	21.15%
Female	29	28	96.55%	42.86%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	9.09%
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	33.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	43	39	90.70%	35.90%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 2/1/2019



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	80	94.12%	12.50%
Male	56	52	92.86%	13.46%
Female	29	28	96.55%	--
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	9.09%
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	20.51%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	43	39	90.70%	17.95%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 2/1/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 2/1/2019

## Career Technical Education (CTE) Programs (School Year 2017–18)

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Last updated: 1/28/2019

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/15/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

Method can't thrive without help and substantial input from parents. The school uses several channels to ensure parents are kept up-to-date on upcoming dates and events. There is an active effort to recruit parental help and input through these channels. School to parent communication includes:

Parent emails through Student Information System

Upcoming events page: <http://methodschools.org/events/>

[www.Facebook.com/methodschools](http://www.Facebook.com/methodschools)

Method Schools on Twitter

The school also hosts regular Parent Info Sessions at both San Diego and Riverside county centers.

# State Priority: Pupil Engagement

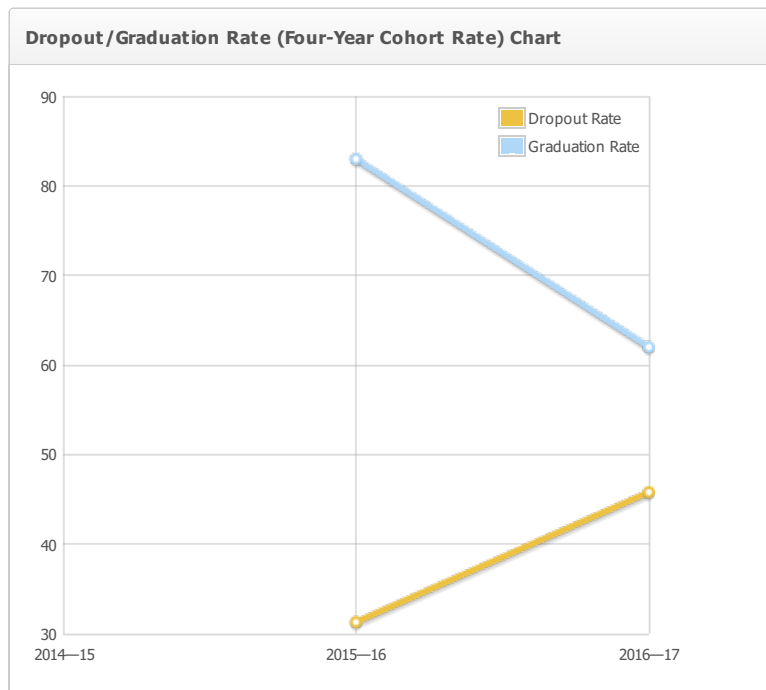
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	31.3%	--	--	10.7%	9.7%
Graduation Rate	--	83.0%	96.2%	97.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	45.8%	27.4%	9.1%
Graduation Rate	62.0%	98.6%	82.7%



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

Last updated: 2/5/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	46.2%	--	88.7%
Black or African American	0.0%	--	82.2%
American Indian or Alaska Native	0.0%	--	82.8%
Asian	0.0%	--	94.9%
Filipino	0.0%	--	93.5%
Hispanic or Latino	0.0%	--	86.5%
Native Hawaiian or Pacific Islander	100.0%	--	88.6%
White	62.5%	--	92.1%
Two or More Races	0.0%	--	91.2%
Socioeconomically Disadvantaged	40.0%	--	88.6%
English Learners	0.0%	--	56.7%
Students with Disabilities	0.0%	--	67.1%
Foster Youth	0.0%	--	74.1%

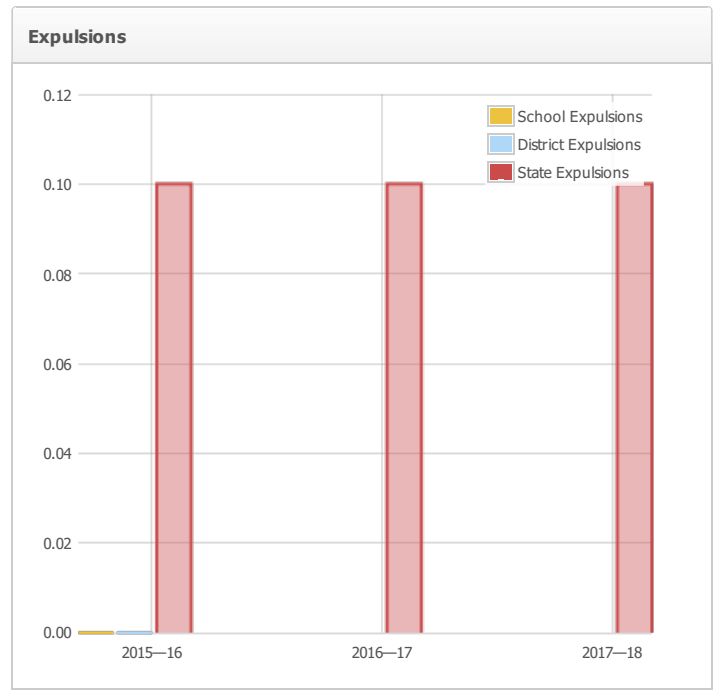
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

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

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

New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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

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

*Last updated: 1/15/2019*



## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.0			
1	5.0			
2	5.0			
3	10.0			
4	10.0			
5	10.0			
6	10.0			
Other**	0.0			

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0			
1	0.0			
2	0.0			
3	3.0			
4	7.0			
5	12.0			
6	13.0			
Other**				

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

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

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

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

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

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

Last updated: 1/15/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	27		
Mathematics	3.0	17		
Science	2.0	15		
Social Science	3.0	22		

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	23		
Mathematics	3.0	22		
Science	3.0	14		
Social Science	3.0	19		

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	6		
Mathematics	5.0	8		
Science	10.0	2		
Social Science	4.0	5		

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

*Last updated: 1/15/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

*Last updated: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8105.0	\$473.0	\$7632.0	\$60000.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	1058.0%	-3218.0%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017–18)

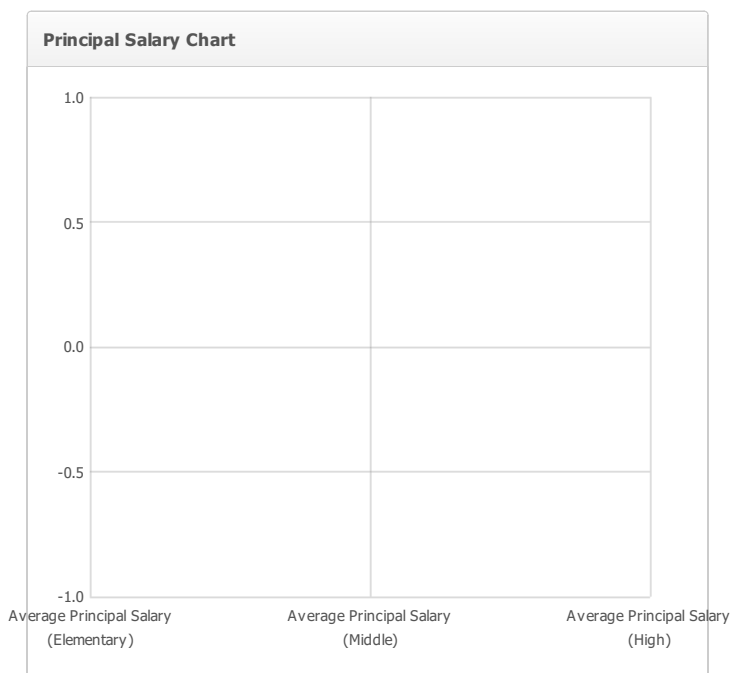
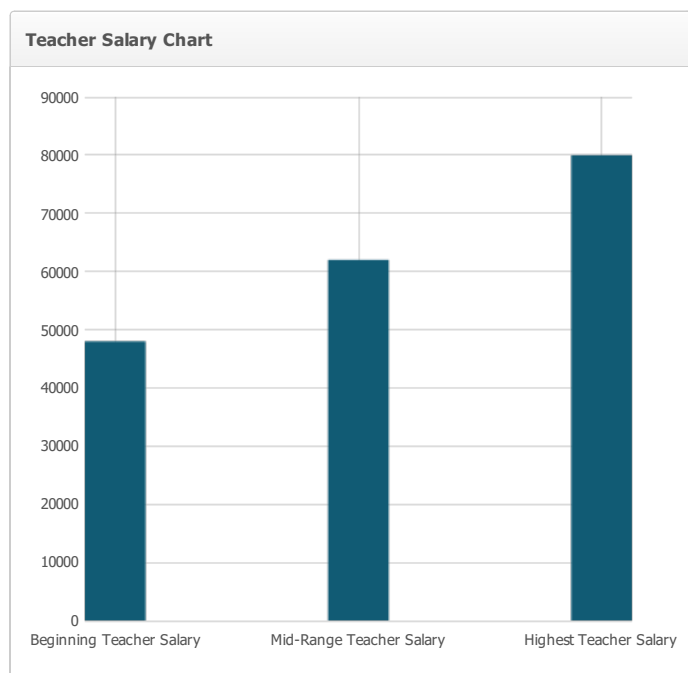
Method Schools uses a MTSS-based Intervention model to assign different interventions based on student specific needs. Based on data collected by teacher through internal diagnostic and quarterly testing, students may be assigned to a number of interventions including virtual test prep, virtual targeted direct instruction, supplemental curriculum in different software.

Last updated: 2/5/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,000	\$44,375
Mid-Range Teacher Salary	\$62,000	\$65,926
Highest Teacher Salary	\$80,000	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$120,000	\$121,894
Percent of Budget for Teacher Salaries	43.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 1/25/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	0.9%

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

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

*Last updated: 1/15/2019*

**Professional Development**

Method includes the following areas of focus for staff professional development:

Data-driven instruction from enrollment throughout all classes

Proper course placement to ensure academic success

Finding creative teaching paths to make learning fun for all participants, including teachers and other staff

Improving delivery of Focused Direct Instruction (FDI) to maximize effectiveness in this small class setting

Professional development is delivered to Method staff in a variety of ways, including:

Conferences and workshops delivered by state and third party experts

Weekly team meetings discussing wins and losses and game plans for following week

Job shadowing for new hires

Monthly goal and progress meetings with co-founder

Breakthrough10, which include "project fairs" for teachers

Support mechanisms:

Data-driven meetings to discuss use of data and its effectiveness

One/one meetings with founders and leadership

Other teacher/principal meetings

Shared idea forums in cloud

*Last updated: 2/4/2019*