Method Schools, LA

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/fg/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, Method Schools, LA

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

Method Schools, LA
24620 Jefferson Ave.
Murrieta, CA 92562

Phone: 951-461-4620
E-mail: jessica@methodschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Lawrence King
E-mail Address	lking@aadusd.k12.ca.us
Web Site	http://www.aadusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Method Schools, LA
Street	24620 Jefferson Ave.
City, State, Zip	Murrieta, Ca, 92562
Phone Number	951-461-4620
Principal	Jessica Spallino, Director
E-mail Address	jessica@methodschools.org
Web Site	www.methodschools.org
County-District-School (CDS) Code	19753090137703

Last updated: 2/1/2019

## 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.

The curriculum and educational practices inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized are technologically reflective of the environment in which students live and in alignment with the 21st Century Skills which focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media, and Technology Skills.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	2
Grade 4	3
Grade 5	3
Grade 6	3
Grade 7	2
Grade 8	4
Grade 10	7
Grade 11	2
Grade 12	4
Total Enrollment	32
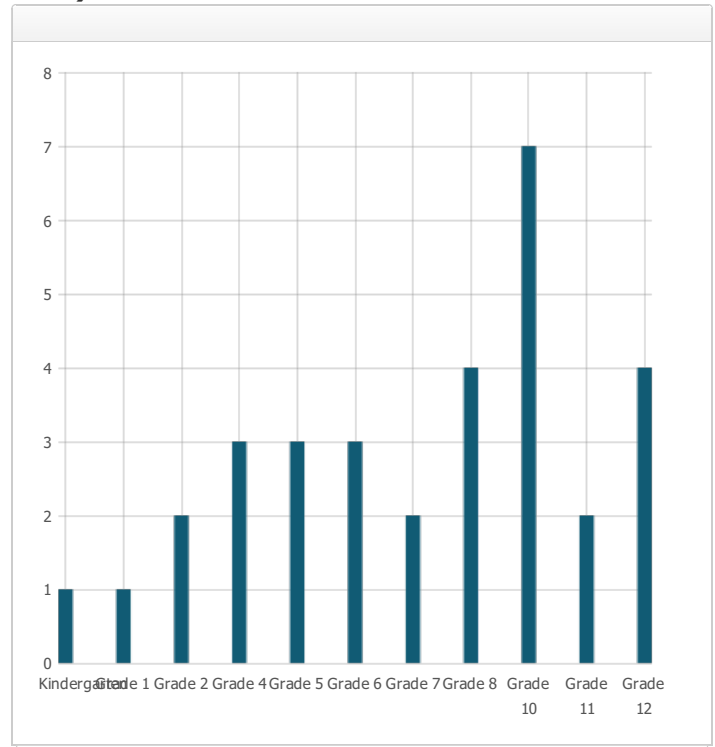
Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	10.4 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	6.5 %
Hispanic or Latino	50.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	20.7 %
Two or More Races	11.8 %
Other	-0.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.4 %
English Learners	3.9 %
Students with Disabilities	5.3 %
Foster Youth	0.0 %

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	1	7	7	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
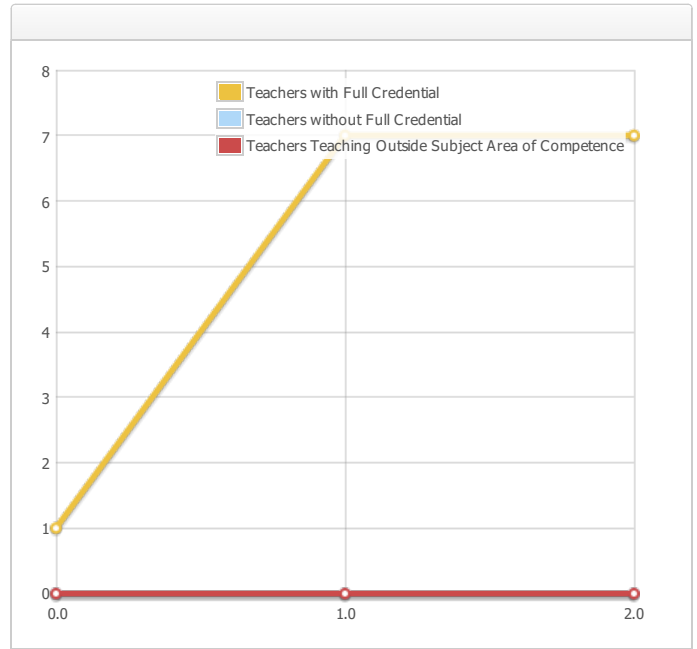
Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
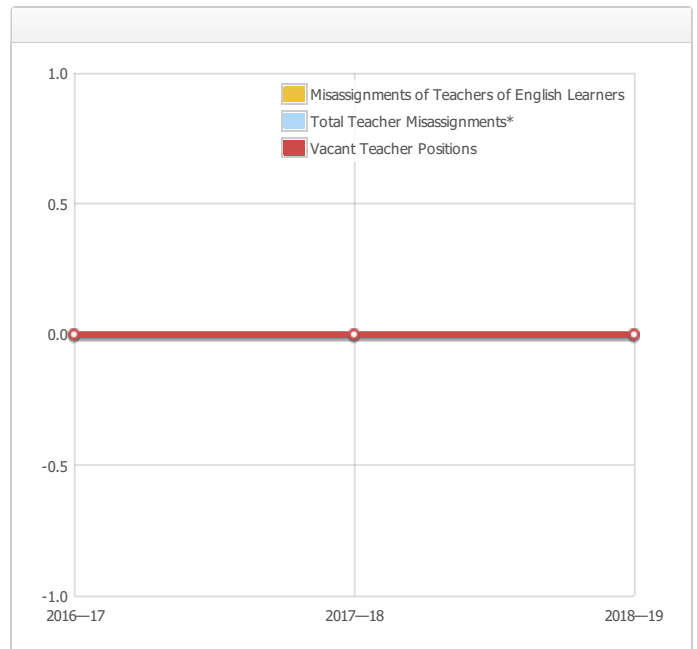
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

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

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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. 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 standard	Yes	0.0 %
Mathematics	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. 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 standard	Yes	0.0 %
Science	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. 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 standard	Yes	0.0 %
History-Social Science	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. 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 standard	Yes	0.0 %
Foreign Language	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. 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 standard	Yes	0.0 %
Health	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. 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 standard	Yes	0.0 %
Visual and Performing Arts	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. 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 standard	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: 1/28/2019

School Facility Conditions and Planned Improvements

Method Schools, LA is an independent study, online based charter school that does not operate a school site, however corporate offices are maintained and the below conditions refer to those corporate offices

Last updated: 2/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

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

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary

Last updated: 2/4/2019

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)	35%	40%				
Mathematics (grades 3-8 and 11)	17%	5%				

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: 2/4/2019

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	17	15	88%	40%
Male	--	--	--	
Female		--	--	
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--			
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--			
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: 2/4/2019

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	17	15	88%	--
Male		--	--	--
Female	--	--		--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	11	65%	27%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--			
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: 2/4/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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: 2/4/2019

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: 1/31/2019

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: 2/4/2019

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	0.0%

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

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: 1/28/2019

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

• 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)

Method Schools LA faces challenges in attempting to generate a four-year dropout/graduation cohort rate. Due to only being open for three years while also experience a high mobility rate, we do not yet have student data to track dropout and graduation rates at the four-year cohort level

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.4%	9.0%	10.7%	9.7%
Graduation Rate	--	--	94.4%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	34.8%	9.1%
Graduation Rate	--	32.3%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
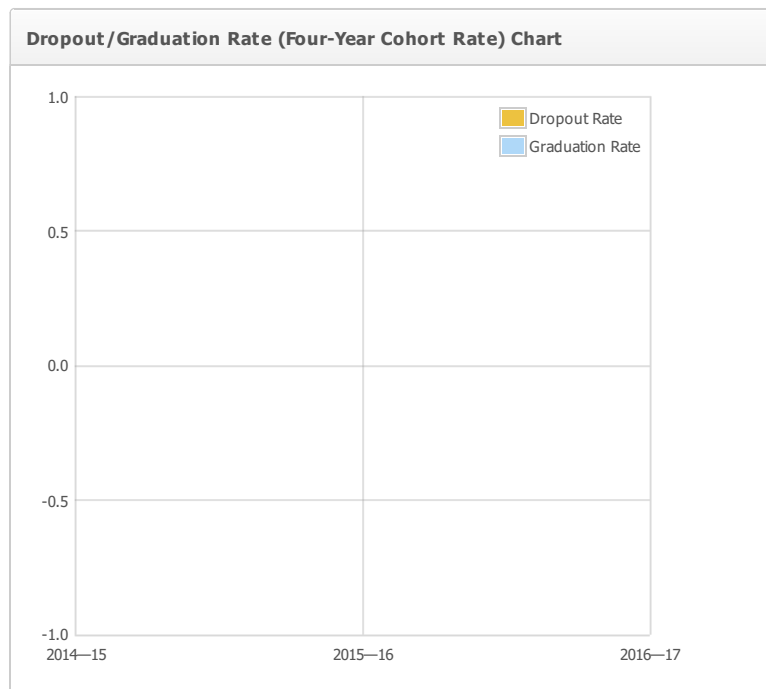
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 2/4/2019

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

| Student Group	School	District	State
All Students	100.0%	68.3%	--
Black or African American	0.0%	91.0%	--
American Indian or Alaska Native	0.0%	100.0%	--
Asian	0.0%	66.7%	--
Filipino	0.0%	83.3%	--
Hispanic or Latino	0.0%	54.2%	--
Native Hawaiian or Pacific Islander	0.0%	0.0%	--
White	0.0%	82.1%	--
Two or More Races	0.0%	68.4%	--
Socioeconomically Disadvantaged	0.0%	66.6%	--
English Learners	0.0%	44.4%	--
Students with Disabilities	0.0%	95.0%	--
Foster Youth	0.0%	100.0%	--

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	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%
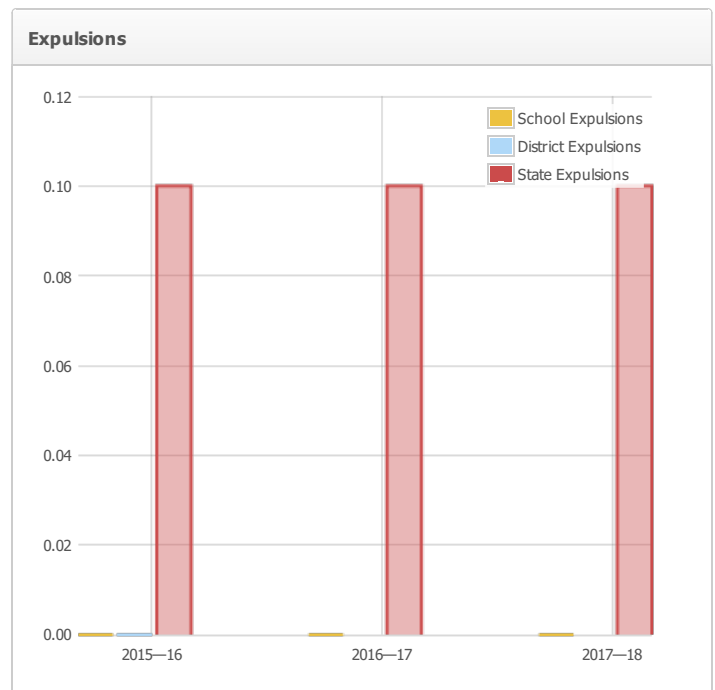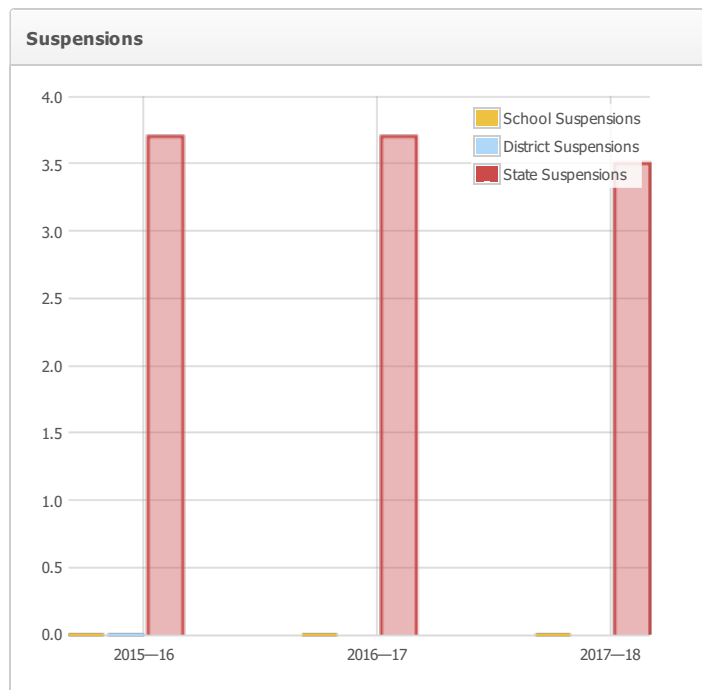
Last updated: 1/28/2019

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 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: 2/4/2019

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				
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 (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.

Last updated: 1/28/2019

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				
Mathematics	1.0	1		
Science				
Social Science	1.0	2		

* 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				
Mathematics	2.0	1		
Science	4.0	2		
Social Science	4.0	2		

* 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	6.0	1		
Mathematics	3.0	2		
Science	3.0	2		
Social Science	3.0	2		

* 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: 1/28/2019

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: 1/28/2019

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	$10800.0	$3088.0	$7712.0	$61652.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$63590.0
Percent Difference – School Site and State	N/A	N/A	3675.0%	-1965.0%

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

Last updated: 1/28/2019

## 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	$42,990
Mid-Range Teacher Salary	$62,000	$61,614
Highest Teacher Salary	$80,000	$85,083
Average Principal Salary (Elementary)	--	$100,802
Average Principal Salary (Middle)	--	$105,404
Average Principal Salary (High)	--	$106,243
Superintendent Salary	$120,000	$132,653
Percent of Budget for Teacher Salaries	29.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
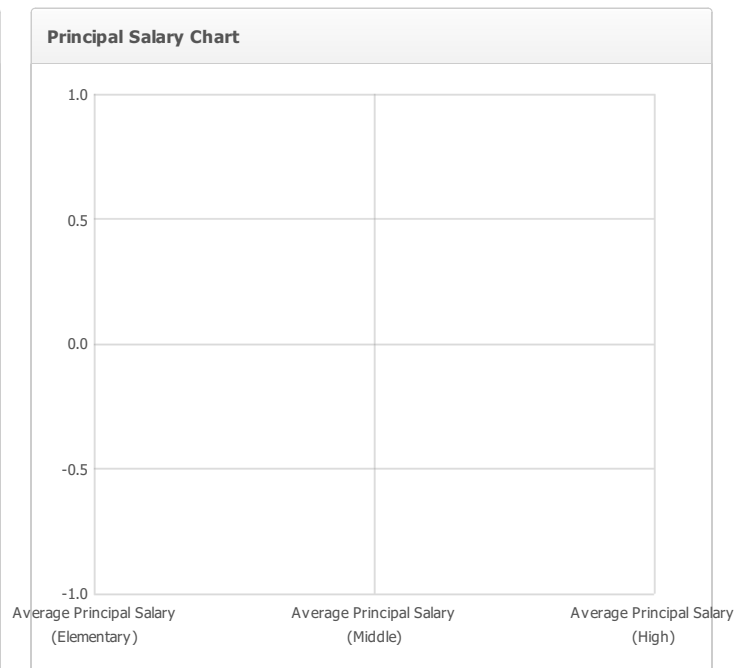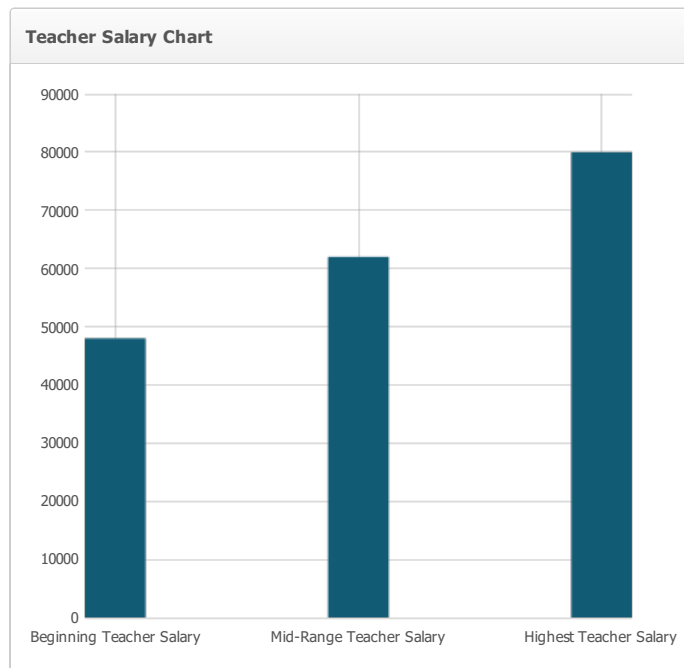
Last updated: 1/28/2019

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	0	N/A
All Courses	0	--

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

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

Last updated: 1/28/2019

Professional Development

The primary areas of focus for staff development are:

-Data-driven practices

-Creating projects and project based learning

-Online learning and online programs

Methods by which professional development is delivered:

-After school workshops

-Virtual sessions

-Conference attendance

-Individual mentoring

Teachers are supported during implementation in the following ways:

-Student performance data review and reporting

-Refining instructional practices through teacher-Director & Lead Teacher meetings

-In class coaching