

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Dehesa Elementary
Phone Number	(619) 444-2161
Superintendent	Bradley Johnson
Email Address	bradley.johnson@dehesasd.net
Website	www.dehesasd.net/

School Contact Information (School Year 2020–2021)	
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: 1/29/2021

School Description and Mission Statement (School Year 2020–2021)

Method Schools' mission is to "aggressively advance K-12 education."
With a vision that now focuses on growth in all facets of the organization, Method Schools seeks to accomplish this by "developing superior tools and practices to effectively serve every student, enhancing internal synchronization to collectively build premium tools and practices, and creating a culture worthy of talent and dedication."

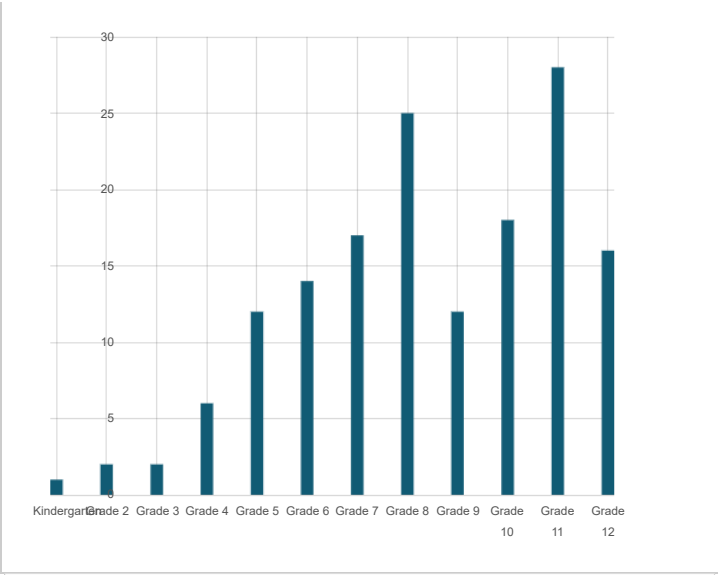
Last updated: 1/25/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	1
Grade 2	2
Grade 3	2
Grade 4	6
Grade 5	12
Grade 6	14
Grade 7	17

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Grade Level	Number of Students
Grade 8	25
Grade 9	12
Grade 10	18
Grade 11	28
Grade 12	16
Total Enrollment	153



Last updated: 1/25/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	15.00 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	30.70 %
Native Hawaiian or Pacific Islander	2.00 %
White	41.20 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.90 %
English Learners	%
Students with Disabilities	5.20 %
Foster Youth	%
Homeless	%

State Priority: Basic

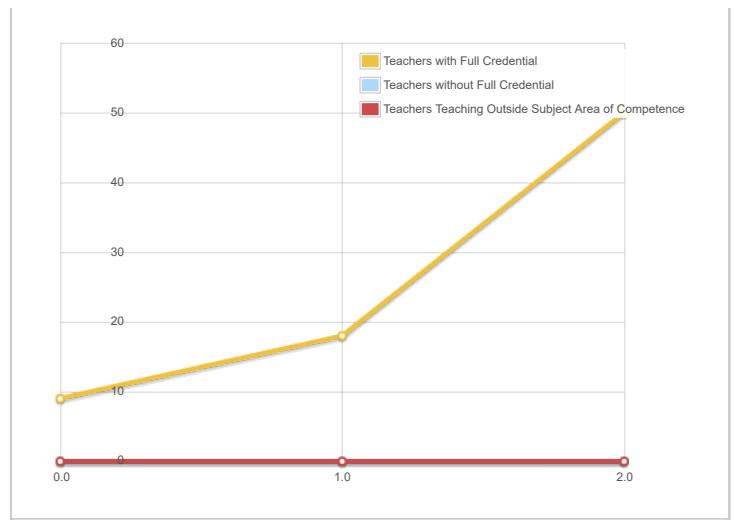
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	9	18	50	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

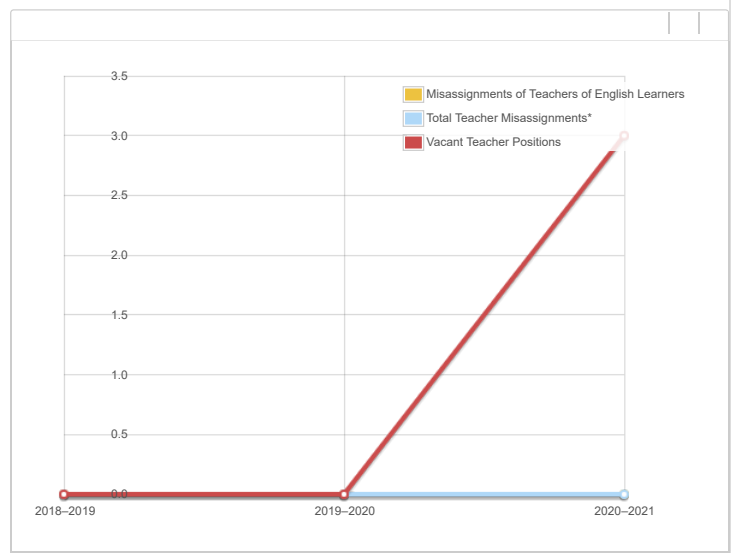
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Last updated: 1/15/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3



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: 1/15/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Method Schools utilize 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. Method utilizes intervention lessons and curriculum provided by iReady in grades K-8 and iXL in high school grades. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %
Mathematics	Method Schools utilize 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. Method utilizes intervention lessons and curriculum provided by iReady in grades K-8 and iXL in high school grades. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %
Science	Method Schools utilize 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. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Method Schools utilize 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. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %
Foreign Language	Method Schools utilize 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. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %
Health	Method Schools utilize 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. For supplemental programs provided by FuelEducation, textbooks are provided by FuelEducation and mailed directly to students 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.		0.00 %
Visual and Performing Arts	Method Schools utilize 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.		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: 1/25/2021

School Facility Conditions and Planned Improvements

Method Schools operates virtually, and only maintains a headquarters site in Murrieta for staff use. The headquarters are in excellent condition, well-maintained, with no issues.
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School Facility Good Repair Status

Last updated: 1/29/2021

- Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
 - Description of any needed maintenance to ensure good repair
 - The year and month in which the data were collected
 - The rate for each system inspected
 - The overall rating

Year and month of the most recent FIT report: January 2021

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		NA (No playgrounds)

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Exemplary
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Last updated: 1/15/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	N/A	44.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	22.0%	N/A	23.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/25/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	31	N/A	25	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/25/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/25/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Method Schools was in the development phase of offering CTE pathways via eDynamic Learning Courses. The coursework of each pathways span two years. Career Technical Education Clusters include:

- Agriculture & Natural Resources
- Arts, Media, Entertainment
- Business & Finance
- Education, Child Development, & Family Services
- Health Science & Medical Technology
- Information & Communication Technologies
- Marketing, Sales, Services,
- Public Services

Method Schools does not have a district CTE advisory committee.

Last updated: 1/28/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

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: 1/28/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	98.63%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 1/28/2021

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 2019–2020)

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: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/25/2021

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 2020–2021)

In hopes of developing a Parent Advisory Committee, Method Schools has developed a full program of parent workshops to build a community of parents invested in their students and Method Schools. Each Parent 2 Parent workshop provides an opportunity for parents to discuss, ask questions, and provide feedback to Method. The parent feedback is essential to refine our processes and to better serve our Method families. With the inclusion of parents as stakeholders, Method can create a cohesive support system for Method Schools. In addition, the Method Schools' website provides a Parent 2 Parent resource webpage to build a bank of information regarding each topic meeting. Method Schools is dedicated to our parents and students to further develop stakeholders within our community.

Last updated: 1/25/2021

State Priority: Pupil Engagement

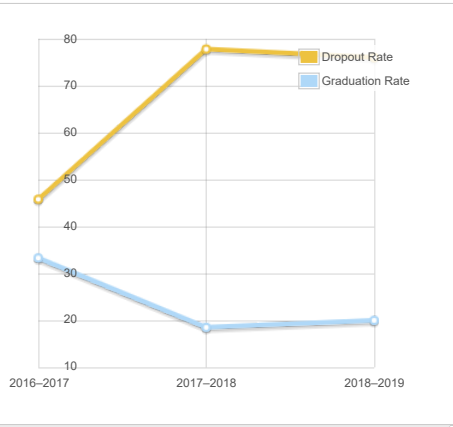
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	45.80%	77.80%	76.00%	27.40%	32.10%	35.00%	9.10%	9.60%	9.00%
Graduation Rate	33.30%	18.50%	20.00%	--	--	--	82.70%	83.00%	84.50%

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



Last updated: 1/25/2021

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.00%	0.00%	0.10%	0.10%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/25/2021

School Safety Plan (School Year 2020–2021)

Method Schools' Safety Plan was last reviewed and updated in March of 2020 and addresses safety topics such as natural disaster plans for the HQ site, sexual harassment, anti-bullying, suspension and expulsion, lockdown, dangerous pupils, child abuse and more.

Last updated: 1/25/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

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 (2018–2019)

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				

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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 (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	1.00	4		
1				
2	2.00	4		
3	2.00	4		
4	6.00	4		
5	12.00	4		
6	8.00	7		
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: 1/22/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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 2018–2019)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	12	1	
Mathematics	9.00	10	1	
Science	13.00	6	1	
Social Science	11.00	9	1	

* 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: 1/22/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/25/2021

Student Support Services Staff (School Year 2019–2020)

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	0.50

*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: 1/25/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7559.70	\$395.00	\$7163.95	\$63172.53
District	N/A	N/A	\$7163.95	\$63172.53
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7750.12	\$71448.00
Percent Difference – School Site and State	N/A	N/A	-7.50%	-11.20%

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

Last updated: 1/25/2021

Types of Services Funded (Fiscal Year 2019–2020)

All services are supported through the general budget including:

online curriculum with the guidance of their learning coach, meetings and communication with a highly-qualified, credentialed teacher.

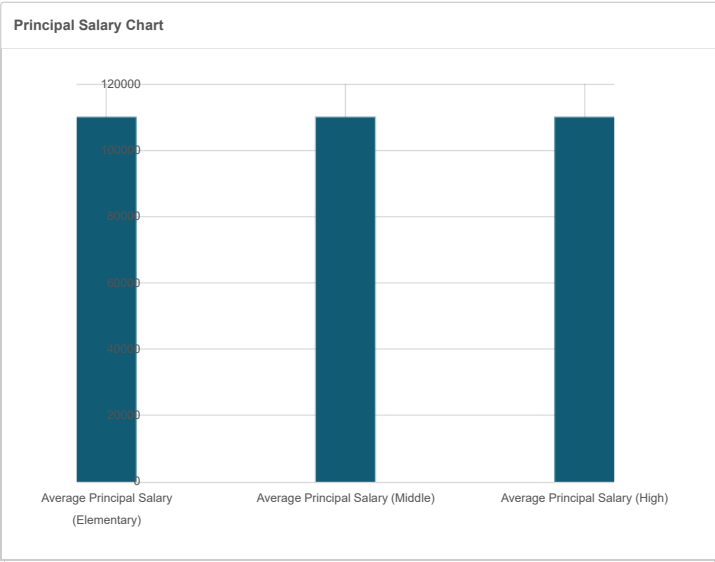
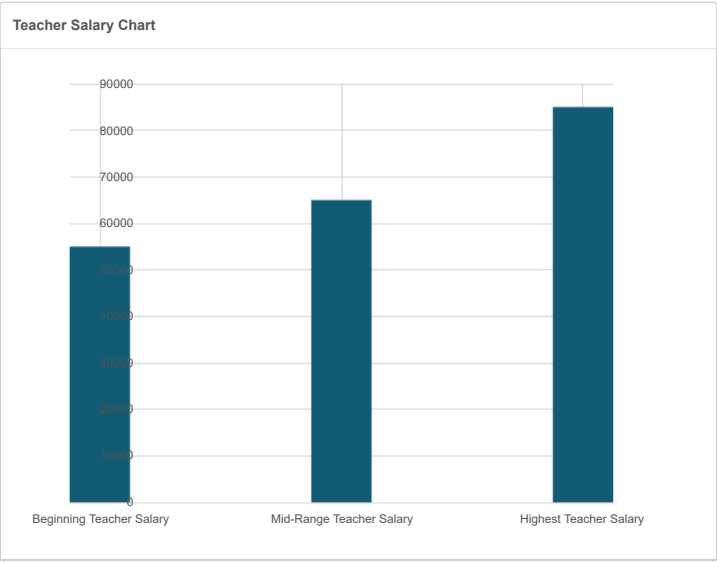
This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. Special programs include: Teach Squad, tutoring, Special Education services, and counseling.

Last updated: 1/28/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,000	\$46,965
Mid-Range Teacher Salary	\$65,000	\$67,638
Highest Teacher Salary	\$85,000	\$88,785
Average Principal Salary (Elementary)	\$110,000	\$112,524
Average Principal Salary (Middle)	\$110,000	\$117,471
Average Principal Salary (High)	\$110,000	--
Superintendent Salary	--	\$128,853
Percent of Budget for Teacher Salaries	37.00%	30.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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



Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 6.90%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered*	4

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

Last updated: 1/28/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	4	10	12

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