

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday, February 15, 2022, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

[https://methodschoools.zoom.us/webinar/register/WN\\_jCVtAXwGQV-GK8-cmj3Rdw](https://methodschoools.zoom.us/webinar/register/WN_jCVtAXwGQV-GK8-cmj3Rdw)

## **Instructions for Presentations to the Board by Parents and Citizens**

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschoools.org](mailto:gvargas@methodschoools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# **AGENDA**

## **Method Schools Regular Meeting of the Board of Directors**

### **1.0 Call to Order:**

### **2.0 Roll Call**

**Present:**

**Absent:**

**Method Staff:**

### **3.0 Public Communication on Non-Agenda Items**

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### **4.0 Emergency Findings: Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.**

### **5.0 Reports**

- **CEO:**
  - **AB 361- Modify Meeting Schedule**
- **CBO:**
- **CAO/Director of Student Services:**
  - **Report Out**
  - **Student Highlights**

### **6.0 Action: SARC Discussion:**

### **7.0 Consent Items: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's votes on them.**

- **Approval of December 14, 2021 Meeting Minutes**
- **December 2021 - January 2022 Check Register**

### **8.0 Information/ Discussion Items:**

- **Temecula Site Lease**
- **LCAP Supplemental Update**
- **A-G Completion Grant**

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

## **9.0 Upcoming Agenda Items**

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## **10.0 Board Member Reports:**

## **11.0 Action: Motion to Adjourn the Meeting**

## Revised Board Meeting Dates to Meet AB 361 Regulations

March 15<sup>th</sup> – existing date (Tuesday)

April 12<sup>th</sup> – new date (Tuesday)

May 10<sup>th</sup> – new date (Tuesday): LCAP presentation

June 1<sup>st</sup> – new date (Wednesday): Graduation, LCAP approval

~~June 14<sup>th</sup>~~

~~June 21<sup>st</sup>~~

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[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB361](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB361)

### Assembly Bill No. 361

#### CHAPTER 165

An act to add and repeal Section 89305.6 of the Education Code, and to amend, repeal, and add Section 54953 of, and to add and repeal Section 11133 of, the Government Code, relating to open meetings, and declaring the urgency thereof, to take effect immediately.

[ Approved by Governor September 16, 2021. Filed with Secretary of State September 16, 2021. ]

#### SEC. 3.1.

Section 54953 of the Government Code is amended to read:

#### 54953

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, ***not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter***, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, “state of emergency” means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.



# MethodSchools

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2021

## Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

### Local Indicators

#### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

[View More Information](#)

#### Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to stakeholders and the public through the Dashboard.

##### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

##### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation and Sustainability

##### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

##### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

##### Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Method Schools understands a strong connection between students and teachers is a key component for success in any school. The organization invests in a structured coaching and professional development program to ensure teachers and leadership are well-equipped to truly partner with families. The school also ensures families are informed of school events, important dates, and helpful resources to support learning at home through newsletters, text and broadcast messages, and Parent Workshops.

Method's model ensures teachers regularly communicate progress with families through progress checks as well as encourages parent participation in one-on-one meetings with the student and teacher. Flexibility and personalization is the center of Method Schools' education program and with its commitment to Multi-Tiered System of Supports, teachers and families are able to work together to support student outcomes.

##### 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation and Sustainability

##### 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation and Sustainability

##### 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

##### 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

##### Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Method Schools has a high standard for building partnerships for student outcomes. Method recognizes that involved and aware parents are a key ingredient to the student success; therefore, it is expected that all students meet with their teacher one on one each week to communicate progress and concerns. Method Schools promotes inclusivity and diversity throughout the organization from its staff and faculty as well as its students and families. Method solicits feedback from all families through quarterly surveys and utilizes tools within its learning management system to increase the two-way communication between school and home including through text messaging, broadcast messaging, newsletter, and social media.

Method hosts events and field trips to build a sense of community even in a widespread network of students, parents, and staff. In the 2020-21 school year, while in-person events were impossible, Method staff hosts virtual events to provide instructional support, host social hours, and guide virtual field trips to provide additional enhancements to Method Schools offerings.

Recognizing the need for families to feel well-prepared when starting at Method, the school has invested in streamlining the enrollment and orientation process to support a strong start with Method.

##### 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

##### 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

##### 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation and Sustainability

##### 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation and Sustainability

##### Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parents are regularly invited to 1-on-1 meetings between the student and teacher and feedback is requested through quarterly surveys sent to parents and students. Method regularly reviews these survey results and uses this data in making schoolwide decisions, initiate new programs, and build a school that's responsive to the needs of its student population. In addition to surveys, focus groups are held to encourage open dialogue between families and the school.

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

[Hide Information](#)

### Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

[View More Information](#)

Questions or comments?

[Email Us](#)

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California Department of Education



**MethodSchools**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 4612 Dehesa Rd.  
El Cajon, CA , 92019-2922

**Principal:** Jessica Spallino, Executive Director/Co-Founder

**Phone:** (951) 461-4620

**Grade Span:** K-12

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.

## About This School

### Jessica Spallino, Executive Director/Co-Founder

📍 Principal, MethodSchools

#### About Our School

We are pleased to submit our SARC report for the 2020-21 school year.

Method Schools aims to be a top academic performing school within the non-classroom/independent study space. Through the combination of a dynamic culture focused on growth along with a variety of self-developed tools, data-driven processes and proven instructional practices, Method Schools intends to demonstrate growth for every student and ultimately, the organization.

#### Contact

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

Phone: (951) 461-4620

Email: [jessica@methodschools.org](mailto:jessica@methodschools.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Dehesa Elementary  |
| <b>Phone Number</b>   | (619) 444-2161   |
| <b>Superintendent</b> | Johnson, Bradley   |
| <b>Email Address</b>  | <a href="mailto:bradley.johnson@dehesasd.net">bradley.johnson@dehesasd.net</a> |
| <b>Website</b>        | <a href="http://www.dehesasd.net/">www.dehesasd.net/</a>                       |

### School Contact Information (School Year 2021—2022)

|  |  |
|--|--|
| <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, Executive Director/Co-Founder                          |
| <b>Email Address</b>                     | <a href="mailto:jessica@methodschools.org">jessica@methodschools.org</a> |
| <b>Website</b>                           | <a href="http://methodschools.org/">http://methodschools.org/</a>        |
| <b>County-District-School (CDS) Code</b> | 37680490129221   |

Last updated: 1/28/22

## School Description and Mission Statement (School Year 2021—2022)

Method Schools mission is to aggressively advance K-12 public education through continuously developing models that targeted student growth and a culture of inclusivity and equality. We aim to do this in the following ways:

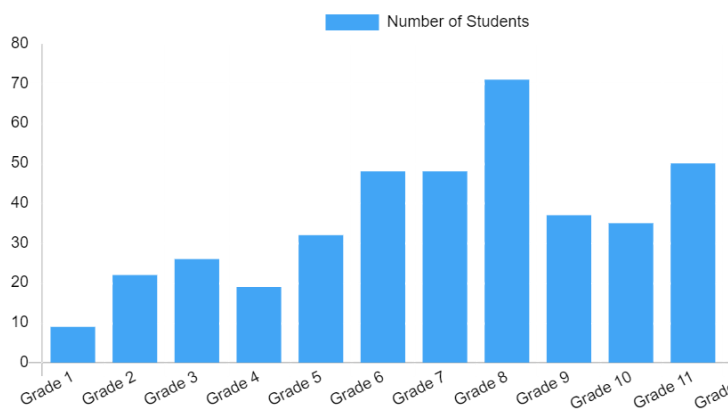
- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture

*Last updated: 1/18/22*



Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 1          | 9                  |
| Grade 2          | 22                 |
| Grade 3          | 26                 |
| Grade 4          | 19                 |
| Grade 5          | 32                 |
| Grade 6          | 48                 |
| Grade 7          | 48                 |
| Grade 8          | 71                 |
| Grade 9          | 37                 |
| Grade 10         | 35                 |
| Grade 11         | 50                 |
| Grade 12         | 47                 |
| Kindergarten     | 14                 |
| Total Enrollment | 458                |



Last updated: 1/27/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 36.90%                      |
| Male                                | 63.10%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 1.30%                       |
| Asian                               | 2.00%                       |
| Black or African American           | 10.50%                      |
| Filipino                            | 0.00%                       |
| Hispanic or Latino                  | 29.90%                      |
| Native Hawaiian or Pacific Islander | 0.90%                       |
| Two or More Races                   | 3.50%                       |
| White                               | 44.80%                      |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 1.50%                       |
| Foster Youth                    | 0.40%                       |
| Homeless                        | 0.20%                       |
| Migrant                         | 0.00%                       |
| Socioeconomically Disadvantaged | 39.50%                      |
| Students with Disabilities      | 12.00%                      |



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 Preparation and Placement (School Year 2020—2021)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment                              | Number |
|---|--------|
| Permits and Waivers                                   |        |
| Misassignments  |        |
| Vacant Positions                                      |        |
| Total Teachers Without Credentials and Misassignments |        |

Last updated:



**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver |        |
| Local Assignment Options                               |        |
| Total Out-of-Field Teachers                            |        |

*Last updated:*

**Class Assignments (School Year 2020—2021)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: Not Available

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           |  |                            | 0%   |
| Mathematics                     |  |                            | 0%   |
| Science                         |  |                            | 0%   |
| History-Social Science          |  |                            | 0%   |
| Foreign Language                |  |                            | 0%   |
| Health                          |  |                            | 0%   |
| Visual and Performing Arts      |  |                            | 0%   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0%   |

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

Last updated: 1/28/22



School Facility Conditions and Planned Improvements

Method Schools operates virtually, and only maintains a headquarters site in Murrieta for administrative use. The headquarters are in excellent condition, well-maintained with no issues.

Last updated: 1/28/22

School Facility Good Repair Status

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 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/28/22

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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.



**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s): iReady**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 366              | 329           | 90             | 10                 | 29                              |
| Female  | 126              | 111           | 88             | 12                 | 37                              |
| Male  | 240              | 218           | 91             | 9                  | 24                              |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                              |
| Asian   | --               | --            | --             | --                 | --                              |
| Black or African American                     | 32               | 29            | 90             | 10                 | 14                              |
| Filipino                                      | --               | --            | --             | --                 | --                              |
| Hispanic or Latino                            | 104              | 90            | 87             | 13                 | 32                              |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                              |
| Two or More Races                             | --               | --            | --             | --                 | --                              |
| White   | 151              | 148           | 98             | 2                  | 29                              |
| English Learners                              | --               | --            | --             | --                 | --                              |
| Foster Youth                                  | --               | --            | --             | --                 | --                              |
| Homeless                                      | --               | --            | --             | --                 | --                              |
| Military                                      | --               | --            | --             | --                 | --                              |
| Socioeconomically Disadvantaged               | 101              | 89            | 89             | 11                 | 32                              |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                              |
| Students with Disabilities                    | --               | --            | --             | --                 | --                              |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): iiReady**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 366              | 330           | 90             | 10                 | 20                              |
| Female  | 126              | 114           | 90             | 10                 | 21                              |
| Male  | 240              | 216           | 90             | 10                 | 19                              |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                              |
| Asian   | --               | --            | --             | --                 | --                              |
| Black or African American                     | 32               | 29            | 90             | 10                 | 17                              |
| Filipino                                      | 104              | 89            | 86             | 14                 | 17                              |
| Hispanic or Latino                            | 104              | 89            | 86             | 14                 | 17                              |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                              |
| Two or More Races                             | --               | --            | --             | --                 | --                              |
| White   | 151              | 149           | 98             | 2                  | 19                              |
| English Learners                              | --               | --            | --             | --                 | --                              |
| Foster Youth                                  | --               | --            | --             | --                 | --                              |
| Homeless                                      | --               | --            | --             | --                 | --                              |
| Military                                      | --               | --            | --             | --                 | --                              |
| Socioeconomically Disadvantaged               | 101              | 89            | 88             | 12                 | 21                              |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                              |
| Students with Disabilities                    | --               | --            | --             | --                 | --                              |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*



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

| <b>Subject</b>                         | <b>School<br/>2019-2020</b> | <b>School<br/>2020-2021</b> | <b>District<br/>2019-2020</b> | <b>District<br/>2020-2021</b> | <b>State<br/>2019-2020</b> | <b>State<br/>2020-2021</b> |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | N/A                         | N/T                         | N/A                           | N/T                           | N/A                        | 28.72                      |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/25/22*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

Method Schools offered the following CTE pathways through eDynamic Learning Courses beginning in the 2020-21 school year. The coursework of each pathway spans two years and 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

*Last updated: 1/25/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 1/28/22*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.82%  |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 18.75%  |

*Last updated: 1/28/22*



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 2020—2021)

| 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 |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

## 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 2021-2022)

Method Schools encourages parental involvement at every level. Method achieves this through quarterly surveys that seeks parent input on the following: Method educational program (including Special Education service, athletics, and intervention programs), satisfaction with teachers, satisfaction with student services, satisfaction with support staff, and mental health support. Further, Method also provides parent support through monthly parent workshops for parent education.

Recognizing the need to further involve parent voice in decision making, Method Schools has developed a process to create a parent advisory committee which will empower parents to be an active participant in student education and provide resources and support in learning at home.



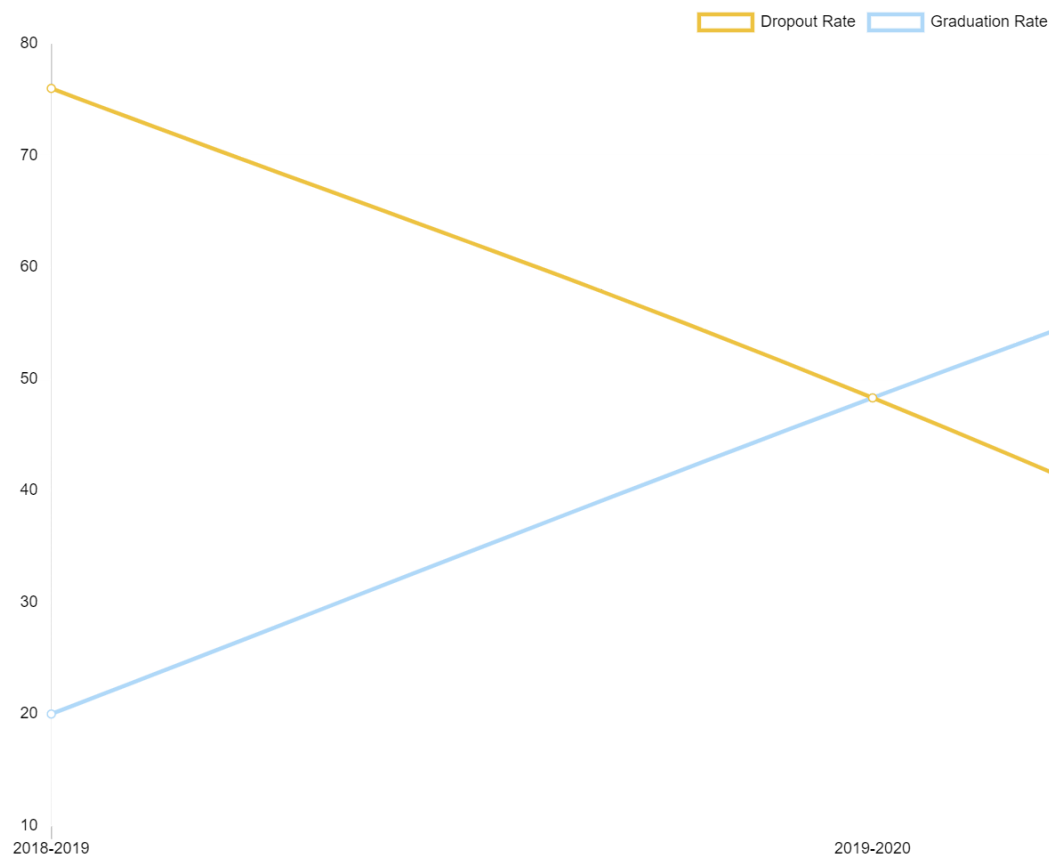
## State Priority: Pupil Engagement

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

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

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

| Indicator       | School<br>2018-2019 | School<br>2019-2020 | School<br>2020-2021 | District<br>2018-2019 | District<br>2019-2020 | District<br>2020-2021 | State<br>2018-2019 | State<br>2019-2020 | State<br>2020-2021 |
|-----------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|
| Dropout Rate    | 76.00%              | 48.30%              | 16.10%              | 35.00%                | 27.70%                | 18.90%                | 9.00%              | 8.90%              | 9.40%              |
| Graduation Rate | 20.00%              | 48.30%              | 75.00%              | 38.70%                | 54.10%                | 66.00%                | 84.50%             | 84.20%             | 83.60%             |



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 56                           | 42                         | 75.0                   |
| Female  | 30                           | 23                         | 76.7                   |
| Male  | 26                           | 19                         | 73.1                   |
| Non-Binary                                    | --                           | --                         | 0.0                    |
| American Indian or Alaska Native              | --                           | --                         | 73.1                   |
| Asian   | 0                            | 0                          | 0.00                   |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | --                           | --                         | --                     |
| Hispanic or Latino                            | 16                           | 12                         | 75.0                   |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.00                   |
| Two or More Races                             | 0                            | 0                          | 0.00                   |
| White   | 27                           | 20                         | 74.1                   |
| English Learners                              | --                           | --                         | --                     |
| Foster Youth                                  | --                           | --                         | 0.0                    |
| Homeless                                      | --                           | --                         | --                     |
| Socioeconomically Disadvantaged               | 40                           | 29                         | 72.5                   |
| Students Receiving Migrant Education Services | --                           | --                         | 0.0                    |
| Students with Disabilities                    | --                           | --                         | --                     |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.  
*Last updated:*



**Chronic Absenteeism by Student Group**  
(School Year 2020—2021)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 686                   | 647                                     | 235                       | 36.3                     |
| Female  | 261                   | 244                                     | 94                        | 38.5                     |
| Male  | 425                   | 403                                     | 141                       | 35.0                     |
| American Indian or Alaska Native              | 13                    | 12                                      | 4                         | 35.0                     |
| Asian   | 7                     | 7                                       | 3                         | 42.9                     |
| Black or African American                     | 63                    | 60                                      | 23                        | 38.3                     |
| Filipino                                      | 2                     | 2                                       | 2                         | 100.0                    |
| Hispanic or Latino                            | 200                   | 187                                     | 71                        | 38.0                     |
| Native Hawaiian or Pacific Islander           | 7                     | 6                                       | 3                         | 50.0                     |
| Two or More Races                             | 17                    | 16                                      | 3                         | 18.8                     |
| White   | 325                   | 310                                     | 110                       | 35.5                     |
| English Learners                              | 12                    | 11                                      | 3                         | 27.3                     |
| Foster Youth                                  | 2                     | 2                                       | 1                         | 50.0                     |
| Homeless                                      | 2                     | 2                                       | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 277                   | 261                                     | 95                        | 36.4                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 87                    | 82                                      | 39                        | 47.6                     |

*Last updated:*

## 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<br>2018-2019 | School<br>2020–2021 | District<br>2018-2019 | District<br>2020–2021 | State<br>2018-2019 | State<br>2020–2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.00%               | 0.00%               | 0.07%                 | 0.00%                 | 3.47%              | 0.20%              |
| Expulsions  | 0.00%               | 0.00%               | 0.00%                 | 0.00%                 | 0.08%              | 0.00%              |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### 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<br>2019-2020 | District<br>2019-2020 | State<br>2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00%               | 0.08%                 | 2.45%              |
| Expulsions  | 0.00%               | 0.00%                 | 0.05%              |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

*Last updated: 1/25/22*

**Suspensions and Expulsions by Student Group**  
(School Year 2020—2021)

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    | 0                | 0               |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Method Schools' Safety Plan was last reviewed and updated in December 2021 and addresses safety topics such as natural disaster plans for the headquarters site, sexual harrassment, anti-bullying, suspension and expulsion, lockdown, dangerous pupils, child protective services and mandated reporting, and CPR/First Aid.

*Last updated: 1/25/22*



## 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 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           |                    |                         |                          |                       |
| Other**     |                    |                         |                          | 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 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.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           | 9.00               | 6                       |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           | 1.00               | 1                       |                          |                       |
| 4           | 20.00              | 4                       |                          |                       |
| 5           | 2.00               | 3                       |                          |                       |
| 6           | 13.00              | 11                      | 1                        | 3                     |
| Other**     | 20.00              | 5                       | 11                       |                       |

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 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                        |                       |
| Math           | 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                        |                       |
| Math           | 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)**

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 27.00              | 4                       | 2                        | 4                     |
| Math           | 27.00              | 12                      | 1                        | 2                     |
| Science        | 19.00              | 6                       | 1                        | 3                     |
| Social Science | 23.00              | 6                       |                          | 3                     |

*Last updated: 1/28/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0     |

Last updated: 1/28/22

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                              |
| 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)                            | 0.50                              |
| Other   | 0.00                              |

Last updated: 1/28/22

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$4669.08                    | \$228.78                            | \$4440.29                             | \$59000.00             |
| District                                      | N/A                          | N/A                                 | \$4440.29                             | \$59000.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 0.00%                                 | 0.00%                  |
| State   | N/A                          | N/A                                 | \$8443.83                             | \$72352.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 47.00%                                | 19.50%                 |

Last updated: 1/27/22

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



## Types of Services Funded (Fiscal Year 2020–2021)

Method Schools services are supported through the general budget including:

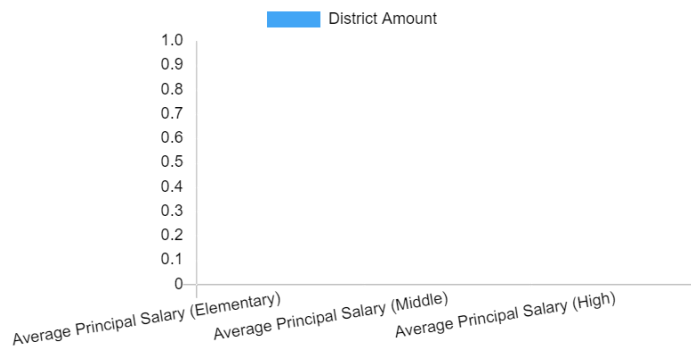
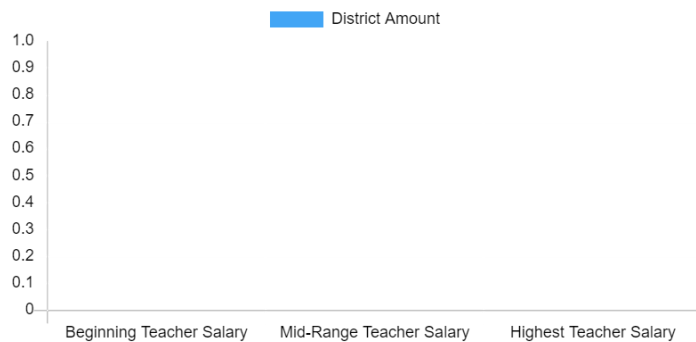
- Smartfox Online curriculum
- Teaching and instructional support staff
- iReady & iXL
- Special Education Services
- Technology
- Coaching and Performance Management Software
- Illuminate
- CareSolace Mental Health Concierge
- Parent 2 Parent Workshops
- Field Trips & Teach Squad

Last updated: 1/25/22

## Teacher and Administrative Salaries (Fiscal Year 2019—2020)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | --              | \$47265.00                                   |
| Mid-Range Teacher Salary                      | --              | \$69813.00                                   |
| Highest Teacher Salary                        | --              | \$91237.00                                   |
| Average Principal Salary (Elementary)         | --              | \$113466.00                                  |
| Average Principal Salary (Middle)             | --              | \$115186.00                                  |
| Average Principal Salary (High)               | --              | --   |
| Superintendent Salary                         | --              | \$131359.00                                  |
| Percent of Budget for Teacher Salaries        | 16.00%          | 30.00%                                       |
| Percent of Budget for Administrative Salaries | 12.00%          | 7.00%  |

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 2.90%

| Subject                   | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science          | 0                             |
| English                   | 0                             |
| Fine and Performing Arts  | 0                             |
| Foreign Language          | 0                             |
| Mathematics               | 1                             |
| Science                   | 1                             |
| Social Science            | 0                             |
| Total AP Courses Offered* | 2.00%                         |

Last updated: 1/25/22

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

Professional Development

| Measure   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10        | 12        | 11        |

**Method Schools, LA**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 24620 Jefferson Ave.  
Murrieta, CA , 92562-9024

**Principal:** Jessica Venezia, Executive Director/Co-Founder

**Phone:** (951) 461-4620

**Grade Span:** K-12

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.



## About This School

### Jessica Venezia, Executive Director/Co-Founder

📍 Principal, Method Schools, LA

#### About Our School

We are pleased to submit our SARC report for the 2020-21 school year.

Method Schools aims to be a top academic performing school within the non-classroom/independent study space. Through the combination of a dynamic culture focused on growth along with a variety of self-developed tools, data-driven processes and proven instructional practices, Method Schools intends to demonstrate growth for every student and ultimately, the organization.

#### Contact

Method Schools, LA  
24620 Jefferson Ave.  
Murrieta, CA 92562-9024

Phone: (951) 461-4620

Email: [jessica@methodschools.org](mailto:jessica@methodschools.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Acton-Agua Dulce Unified   |
| <b>Phone Number</b>   | (661) 269-0750   |
| <b>Superintendent</b> | Sahakian, Eric   |
| <b>Email Address</b>  | <a href="mailto:esahakian@aadusd.k12.ca.us">esahakian@aadusd.k12.ca.us</a> |
| <b>Website</b>        | <a href="http://www.aadusd.k12.ca.us">www.aadusd.k12.ca.us</a>             |

### School Contact Information (School Year 2021—2022)

|  |  |
|--|--|
| <b>School Name</b>                       | Method Schools, LA   |
| <b>Street</b>                            | 24620 Jefferson Ave.   |
| <b>City, State, Zip</b>                  | Murrieta, CA , 92562-9024  |
| <b>Phone Number</b>                      | (951) 461-4620   |
| <b>Principal</b>                         | Jessica Venezia, Executive Director/Co-Founder                           |
| <b>Email Address</b>                     | <a href="mailto:jessica@methodschools.org">jessica@methodschools.org</a> |
| <b>Website</b>                           | <a href="http://www.methodschools.org">http://www.methodschools.org</a>  |
| <b>County-District-School (CDS) Code</b> | 19753090137703   |

Last updated: 1/28/22

**School Description and Mission Statement (School Year 2021—2022)**

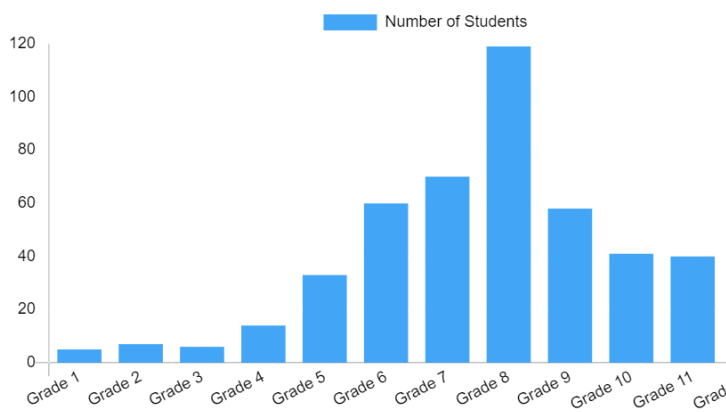
Method Schools’ mission is to aggressively advance K-12 public education through continuously developing models that target student growth and a culture of inclusivity and equality. We do this in the following ways:

- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture

*Last updated: 1/25/22*

Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 1          | 5                  |
| Grade 2          | 7                  |
| Grade 3          | 6                  |
| Grade 4          | 14                 |
| Grade 5          | 33                 |
| Grade 6          | 60                 |
| Grade 7          | 70                 |
| Grade 8          | 119                |
| Grade 9          | 58                 |
| Grade 10         | 41                 |
| Grade 11         | 40                 |
| Grade 12         | 29                 |
| Kindergarten     | 3                  |
| Total Enrollment | 485                |



Last updated: 1/25/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 40.40%                      |
| Male                                | 59.60%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.40%                       |
| Asian                               | 2.30%                       |
| Black or African American           | 8.20%                       |
| Filipino                            | 0.60%                       |
| Hispanic or Latino                  | 52.20%                      |
| Native Hawaiian or Pacific Islander | 0.60%                       |
| Two or More Races                   | 1.40%                       |
| White                               | 30.50%                      |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 1.20%                       |
| Foster Youth                    | 0.00%                       |
| Homeless                        | 0.00%                       |
| Migrant                         | 0.00%                       |
| Socioeconomically Disadvantaged | 41.40%                      |
| Students with Disabilities      | 8.20%                       |



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 Preparation and Placement (School Year 2020—2021)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment                              | Number |
|---|--------|
| Permits and Waivers                                   |        |
| Misassignments  |        |
| Vacant Positions                                      |        |
| Total Teachers Without Credentials and Misassignments |        |

Last updated:

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver |        |
| Local Assignment Options                               |        |
| Total Out-of-Field Teachers                            |        |

*Last updated:*

**Class Assignments (School Year 2020—2021)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: Not Available

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           |  |                            | 0%   |
| Mathematics                     |  |                            | 0%   |
| Science                         |  |                            | 0%   |
| History-Social Science          |  |                            | 0%   |
| Foreign Language                |  |                            | 0%   |
| Health                          |  |                            | 0%   |
| Visual and Performing Arts      |  |                            | 0%   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0%   |

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

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

Method Schools operates virtually, and only maintains a headquarters site in Murrieta for administrative use. The headquarters are in excellent condition, well-maintained with no issues.

Last updated: 1/25/22

School Facility Good Repair Status

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 2022

| 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: January 2022

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/25/22



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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.

**Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s): iReady**

**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 386              | 356           | 92             | 8                  | 37                              |
| Female  | 151              | 141           | 93             | 7                  | 38                              |
| Male  | 235              | 215           | 91             | 9                  | 27                              |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                              |
| Asian   | 12               | 11            | 92             | 8                  | 78                              |
| Black or African American                     | 22               | 21            | 95             | 5                  | 24                              |
| Filipino                                      | --               | --            | --             | --                 | --                              |
| Hispanic or Latino                            | 203              | 195           | 96             | 4                  | 24                              |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                              |
| Two or More Races                             | --               | --            | --             | --                 | --                              |
| White   | 94               | 90            | 96             | 4                  | 34                              |
| English Learners                              | --               | --            | --             | --                 | --                              |
| Foster Youth                                  | --               | --            | --             | --                 | --                              |
| Homeless                                      | --               | --            | --             | --                 | --                              |
| Military                                      | --               | --            | --             | --                 | --                              |
| Socioeconomically Disadvantaged               | 131              | 121           | 92             | 8                  | 26                              |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                              |
| Students with Disabilities                    | --               | --            | --             | --                 | --                              |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/25/22*

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): iReady**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students                                  | 386              | 356           | 92             | 8                  | 26                              |
| Female  | 151              | 143           | 95             | 5                  | 24                              |
| Male  | 235              | 213           | 91             | 9                  | 26                              |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                              |
| Asian   | 12               | 11            | 92             | 8                  | 81                              |
| Black or African American                     | 22               | 21            | 95             | 5                  | 19                              |
| Filipino                                      | --               | --            | --             | --                 | --                              |
| Hispanic or Latino                            | 203              | 185           | 91             | 9                  | 24                              |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                              |
| Two or More Races                             | --               | --            | --             | --                 | --                              |
| White   | 94               | 87            | 93             | 7                  | 28                              |
| English Learners                              | --               | --            | --             | --                 | --                              |
| Foster Youth                                  | --               | --            | --             | --                 | --                              |
| Homeless                                      | --               | --            | --             | --                 | --                              |
| Military                                      | --               | --            | --             | --                 | --                              |
| Socioeconomically Disadvantaged               | 131              | 122           | 93             | 7                  | 20                              |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                              |
| Students with Disabilities                    | --               | --            | --             | --                 | --                              |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 1/28/22*

#### Career Technical Education (CTE) Programs (School Year 2020—2021)

Method Schools offered the following CTE pathways through eDynamic Learning Courses beginning in the 2020-21 school year. The coursework of each pathway spans two years and 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

*Last updated: 1/28/22*

#### Career Technical Education (CTE) Participation (School Year 2020—2021)

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

*Last updated: 1/28/22*

#### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | 95.81%  |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 16.67%  |

*Last updated: 1/25/22*



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 2020—2021)

| 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 |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

## 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 2021-2022)

Method Schools encourages parental involvement at every level. Method achieves this through quarterly surveys that seeks parent input on the following: Method educational program (including Special Education service, athletics, and intervention programs), satisfaction with teachers, satisfaction with student services, satisfaction with support staff, and mental health support. Further, Method also provides parent support through monthly parent workshops for parent education.

Recognizing the need to further involve parent voice in decision making, Method Schools has developed a process to create a parent advisory committee which will empower parents to be an active participant in student education and provide resources and support in learning at home.

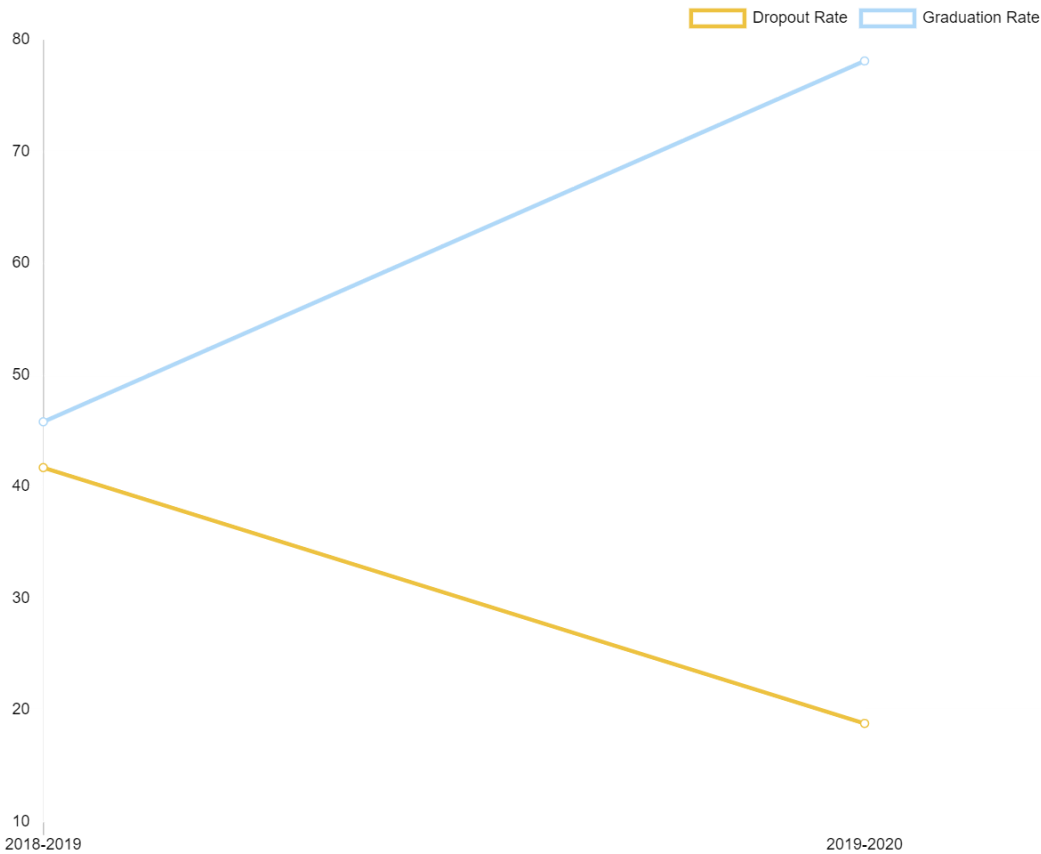
State Priority: Pupil Engagement

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

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

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

| Indicator       | School<br>2018-2019 | School<br>2019-2020 | School<br>2020-2021 | District<br>2018-2019 | District<br>2019-2020 | District<br>2020-2021 | State<br>2018-2019 | State<br>2019-2020 | State<br>2020-2021 |
|-----------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|
| Dropout Rate    | --                  | 41.70%              | 18.80%              | 35.00%                | 29.10%                | 27.60%                | 9.00%              | 8.90%              | 9.40%              |
| Graduation Rate | --                  | 45.80%              | 78.10%              | 22.60%                | 23.70%                | 26.00%                | 84.50%             | 84.20%             | 83.60%             |



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 32                           | 25                         | 78.1                   |
| Female  | 16                           | 14                         | 87.5                   |
| Male  | 16                           | 11                         | 68.8                   |
| Non-Binary                                    | --                           | --                         | 0.0                    |
| American Indian or Alaska Native              | --                           | --                         | 68.8                   |
| Asian   | 0                            | 0                          | 0.00                   |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | 0                            | 0                          | 0.00                   |
| Hispanic or Latino                            | 20                           | 15                         | 75.0                   |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.00                   |
| Two or More Races                             | --                           | --                         | --                     |
| White   | --                           | --                         | --                     |
| English Learners                              | --                           | --                         | --                     |
| Foster Youth                                  | --                           | --                         | 0.0                    |
| Homeless                                      | --                           | --                         | 0.0                    |
| Socioeconomically Disadvantaged               | 21                           | 16                         | 76.2                   |
| Students Receiving Migrant Education Services | --                           | --                         | 0.0                    |
| Students with Disabilities                    | --                           | --                         | --                     |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.  
*Last updated:*



**Chronic Absenteeism by Student Group**  
(School Year 2020—2021)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 627                   | 604                                     | 160                       | 26.5                     |
| Female  | 258                   | 253                                     | 64                        | 25.3                     |
| Male  | 369                   | 351                                     | 96                        | 27.4                     |
| American Indian or Alaska Native              | 20                    | 17                                      | 6                         | 27.4                     |
| Asian   | 2                     | 2                                       | 1                         | 50.0                     |
| Black or African American                     | 55                    | 51                                      | 9                         | 17.6                     |
| Filipino                                      | 3                     | 3                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 309                   | 302                                     | 89                        | 29.5                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 1                         | 33.3                     |
| Two or More Races                             | 7                     | 7                                       | 3                         | 42.9                     |
| White   | 201                   | 192                                     | 47                        | 24.5                     |
| English Learners                              | 14                    | 11                                      | 4                         | 36.4                     |
| Foster Youth                                  | 1                     | 1                                       | 0                         | 0.0                      |
| Homeless                                      | 1                     | 1                                       | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 271                   | 264                                     | 95                        | 36.0                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 51                    | 50                                      | 21                        | 42.0                     |

*Last updated:*

## 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<br>2018-2019 | School<br>2020–2021 | District<br>2018-2019 | District<br>2020–2021 | State<br>2018-2019 | State<br>2020–2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.00%               | 0.00%               | 0.35%                 | 0.01%                 | 3.47%              | 0.20%              |
| Expulsions  | 0.00%               | 0.00%               | 0.00%                 | 0.00%                 | 0.08%              | 0.00%              |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### 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<br>2019-2020 | District<br>2019-2020 | State<br>2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00%               | 0.25%                 | 2.45%              |
| Expulsions  | 0.00%               | 0.00%                 | 0.05%              |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

*Last updated: 1/28/22*

**Suspensions and Expulsions by Student Group**  
(School Year 2020—2021)

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    | 0                | 0               |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Method Schools' Safety Plan was last reviewed and updated in MONTH YEAR and addresses safety topics such as natural disaster plans for the headquarters site, sexual harrassment, anti-bullying, suspension and expulsion, lockdown, dangerous pupils, child protective services and mandated reporting, and CPR/First Aid.

*Last updated: 1/25/22*

## 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 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           |                    |                         |                          |                       |
| Other**     |                    |                         |                          | 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 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           | 4.00               | 4                       |                          |                       |
| 3           | 6.00               | 4                       |                          |                       |
| 4           | 10.00              | 4                       |                          |                       |
| 5           | 15.00              | 4                       |                          |                       |
| 6           | 15.00              | 2                       | 4                        |                       |
| Other**     | 9.00               | 1                       |                          |                       |

\* 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 2020–2021**

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           | 3.00               | 4                       |                          |                       |
| 1           | 5.00               | 3                       |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           | 3.00               | 7                       |                          |                       |
| 4           | 5.00               | 12                      |                          |                       |
| 5           | 11.00              | 8                       | 4                        |                       |
| 6           | 13.00              | 13                      | 1                        | 3                     |
| Other**     | 7.00               | 5                       |                          |                       |

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)**

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 2.00               | 3                       |                          |                       |
| Math           | 2.00               | 2                       |                          |                       |
| Science        | 2.00               | 2                       |                          |                       |
| Social Science | 1.00               | 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 2019—2020)**

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 16.00              | 7                       | 1                        | 2                     |
| Math           | 16.00              | 10                      |                          | 2                     |
| Science        | 19.00              | 5                       | 1                        | 2                     |
| Social Science | 13.00              | 9                       | 1                        | 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 2020–2021)**

| Subject        | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English        | 29.00              | 8                       | 1                        | 3                     |
| Math           | 29.00              | 10                      | 2                        | 2                     |
| Science        | 32.00              | 5                       |                          | 4                     |
| Social Science | 36.00              | 4                       | 1                        | 2                     |

*Last updated: 1/28/22*

\* 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.



**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0     |

Last updated: 1/28/22

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                              |
| 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)                            | 0.50                              |
| Other   | 0.00                              |

Last updated: 1/28/22

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$3886.17                    | \$97.15                             | \$3789.01                             | \$59000.00             |
| District                                      | N/A                          | N/A                                 | \$3789.01                             | \$59000.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 0.00%                                 | 0.00%                  |
| State   | N/A                          | N/A                                 | \$8443.83                             | \$71544.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 55.00%                                | 19.50%                 |

Last updated: 1/27/22

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

## Types of Services Funded (Fiscal Year 2020–2021)

Method Schools services are supported through the general budget including:

### Curriculum & Instruction

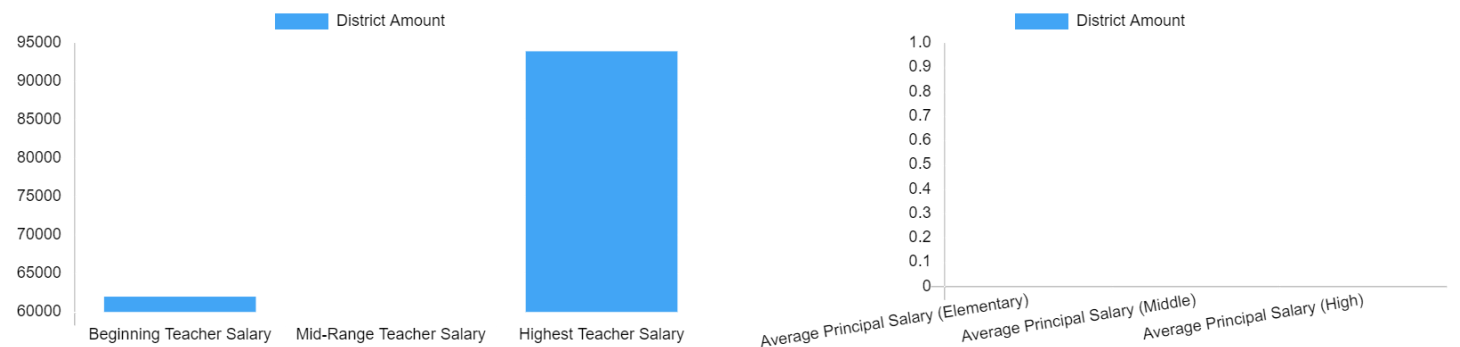
- Smartfox Online curriculum
- Teaching and instructional support staff
- iReady & iXL
- Special Education Services
- Technology
- eLoomi
- Illuminate
- CareSolace Mental Health Concierge
- Parent Workshops
- Field Trips & Teach Squad

Last updated: 1/25/22

## Teacher and Administrative Salaries (Fiscal Year 2019—2020)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$62000.00      | \$45813.00                                   |
| Mid-Range Teacher Salary                      | --              | \$70720.00                                   |
| Highest Teacher Salary                        | \$93906.00      | \$93973.00                                   |
| Average Principal Salary (Elementary)         | --              | \$111613.00                                  |
| Average Principal Salary (Middle)             | --              | \$119477.00                                  |
| Average Principal Salary (High)               | --              | --   |
| Superintendent Salary                         | --              | \$150704.00                                  |
| Percent of Budget for Teacher Salaries        | 27.00%          | 29.00%                                       |
| Percent of Budget for Administrative Salaries | 7.00%           | 6.00%  |

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 1.20%

| Subject                   | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science          | 0                             |
| English                   | 0                             |
| Fine and Performing Arts  | 0                             |
| Foreign Language          | 0                             |
| Mathematics               | 2                             |
| Science                   | 1                             |
| Social Science            | 1                             |
| Total AP Courses Offered* | 4.00%                         |

Last updated: 1/27/22

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

Professional Development

| Measure   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10        | 12        | 11        |

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday, December 14, 2021, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

[https://methodschoools.zoom.us/webinar/register/WN\\_zW5VySZXTqu9XneseVTI2A](https://methodschoools.zoom.us/webinar/register/WN_zW5VySZXTqu9XneseVTI2A)

## **Instructions for Presentations to the Board by Parents and Citizens**

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschoools.org](mailto:gvargas@methodschoools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**1.0 Call to Order:** CEO Jessica Spallino of Method Schools called Board Meeting to order at 6:04 P.M.

**2.0 Roll Call**

**Present:** Carolyn Andrews, Steven Dorsey, Shannon Clark, Tyler Roberts, Gloria Vargas

**Absent:** None

**Method Staff:** Jana Sosnowski, Jessica Spallino, Stefanie Bryant, Jade Fernandez, Tracy Robertson, Mark Holley, Yvette Rios, Method Representative - Cory Cavanagh

**3.0 Public Communication on Non-Agenda Items**

- None

**4.0 Reports**

- **CEO:**

- **Staff Survey Results, Academic Data, and OKR Update**

- Jessica Spallino: First OKR, Academic Growth- for Q2, 53% of students met growth in reading, 58% in math, and we had 96% iReady participation. In 6th-8th grade we had 9 standards tested in ELA and 15 standards tested in math. In K-5th grade, we had 8 standards tested in math and 8 in reading. 2nd OKR, Growing Enrollment- for Q2 we are at 600 enrollments, we have grown 80 students since Q1. We are at 92% retention. We're working on support services for students and parents. 3rd OKR, Becoming an Information Hub for K-12- for Q2, no students have reached Tier 4, 3 projects have been approved (MPI), and the 360 degree evaluation is going well.
    - Mark Holley: We're trying to deliver content that will attract families and parents of right-fit students. School districts and a charter school are showing interest not only in learning to deliver a better online product for their students but also showing interest in SmartFox.
    - Jessica: Q2 updates for K-8th- Teach Squad has been deployed for a majority of this semester. For 9th-12th- we transitioned our students to IXL and our teachers seem to really like how it is working. Enrollment and Events- enrollment has decreased "wait time" to a very quick turnaround time. Athletics- we're looking to hire coaches for soccer and basketball. Regarding the Staff Survey Results, we want to have enhanced focus on growth and development from coaching, training, student and parent accountability, and consider staff input on changes we make.

- **Board Composition Write Up**

- Question: Shannon Clark: Is the parent advisory committee already in being or is it something we are going to be implementing?
    - Jessica: We are continuing to garner support and participation in it.

- **Nevada Expansion**

- Jessica: We are looking to expand and submitted a notice of intent to apply. We continue to explore this and will provide an update as we move forward with it.

- **Form 700**

- Tracy Robertson: This is for the Dehesa Review. We missed collecting these for the past year, it is part of the Conflict of Interest Code.

- **Brown Act Update**

- Tracy: This is an extension of the Brown Act and it allows us to continue to meet virtually. It states it isn't safe for us to meet in-person and gets voted on by the board.



# AGENDA

## Method Schools Regular Meeting of the Board of Directors

- Cory Cavanagh: The way I read it, it refers to meeting every 30 days in order to abide by the requirement.
- Jessica: We will research this, bring it to YM&C, and send out a notice. We'll do our best to conserve time.
- **CBO:** No updates from Mark Holley.
- **CAO/Director of Student Services:**
  - **Student Highlights**
    - Jade Fernandez: Community service event- staff packed 130 care kits for Solutions for Change and they have been very appreciative of the kits. We wanted to highlight some of the lessons our homerooms have been working on such as students figuring out what they're thankful for and lessons on things they should say more often. "Lego" meets every Friday to work on legos and learn about physics, and every week we have a senior spotlight.

- 5.0 Emergency Findings: Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.**

Motion: Shannon Clark

Second: Gloria Vargas

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

- 6.0 Action: Education Effectiveness Funds Grant 2021**

**Discussion:** Stefanie Bryant: Last month we went over the Education Effectiveness Funds Grant that the state is giving out. We were able to use our current PD plan, as it fit within the allowable uses of these funds. We're getting about \$65,000 for Method Schools, LA and a little over \$71,000 for Method Schools. The funds are spread out evenly over 5 years.

Motion: Carolyn Andrews

Second: Tyler Roberts

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

- 7.0 Action: Fiscal Policies and Procedures Policy, BP 3010 Revisions**

**Discussion:** Stefanie: We changed a little in our purchasing policies to provide more internal control, and added some features in SmartFox to assist with this. We updated items regarding authorized approvers, account codes, use of American Express cards, etc. We increased our fund balance to hold 10%. This would cover our expenses for a couple of months in the case something odd would happen. Other than that, it was just cosmetic changes we made.

Question from Shannon: Do we have an official delegation of authority with approval levels in terms of what each member is authorized to approve?

Answer: Stefanie: We don't have any thresholds set, but only executive team members can

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

approve in SmartFox. There is a threshold for how much each employee can request, and we as an executive team can all approve those in SmartFox.

Question from Shannon: Does it prevent you from assigning yourself as an approver?

Answer: Stefanie: Yes, it does.

Motion: Shannon Clark

Second: Gloria Vargas

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

### 8.0 **Action: CBO (Creative Back Office) Contract**

**Discussion:** Stefanie: This is our contract for Cory and Cory's team, for January 2022 - June 2023. We discussed how we wanted to transition some of those duties/responsibilities to myself. He will be providing support in bookkeeping, cutting checks, doing bank reconciliations, ADA (average daily attendance).

Motion: Tyler Roberts

Second: Carolyn Andrews

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

### 9.0 **Action: Approval of First Interim Reports**

**Discussion:** Stefanie: First interim reports are due and have been sent to both Acton and Dehesa. We had some large changes due to our enrollments. Our revenues are adjusted downward. Going forward, we have to report two years on interim and we assume we will have 100% enrollment growth next year, and 15% in 23-24. Expenditures overall have been shaved a little bit. No significant changes on FTE and this is so we don't have to recruit new staff once we gain our enrollments back. We will have a projected ending fund balance of \$26.5 million.

Motion: Shannon Clark

Second: Gloria Vargas

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

### 10.0 **Action: Audit Report**

**Discussion:** Stefanie: There's a letter that says they've reviewed our audit. It is a clean audit, there are no findings, no issues with accounting policies, estimates, disclosures, no management issues, etc.

Motion: Carolyn Andrews

Second: Gloria Vargas

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

### 11.0 **Action: Safety Plan**

**Discussion:** Tracy: They want this approved every Spring. We said we're virtual and it doesn't apply to us, and added the aspect of making the headquarters site available for emergencies. We added three sections to it.

Motion: Tyler Roberts

Second: Shannon Clark

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

# AGENDA

Method Schools Regular Meeting of the Board of Directors

Action: Passed

**12.0 Consent Items:** All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's votes on them.

- **Approval of November 16, 2021 Meeting Minutes**
- **Check Register, November 2021**

Motion: Gloria Vargas

Second: Carolyn Andrews

Ayes: Steven Dorsey, Gloria Vargas, Tyler Roberts, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

**13.0 Information/ Discussion Items:**

- None

**14.0 Upcoming Agenda Items**

- **OKRs Update**

**15.0 Board Member Reports:** No comments.

**16.0 Action: Motion to Adjourn the Meeting**

Board President Steven Dorsey motioned to adjourn the meeting at 7:15 P.M.

**Board Meeting Recording Link:** [https://methodschoools.zoom.us/rec/play/koyRXlowlEmJjPl\\_5GNTSBI6ed3s-zajejrRAwOv8t3LXgnTz8oWg7SE647KNHzsa0UH4LGkmkqlhdmb.yULWu9Kgnx7wFJ9I?continueMode=true&x\\_zm\\_rtaid=pyE4nJg3Q\\_qwp1DXAIthA.1639612548614.f81ceb7d9603c99547863994e062a826&x\\_zm\\_rhtaid=600](https://methodschoools.zoom.us/rec/play/koyRXlowlEmJjPl_5GNTSBI6ed3s-zajejrRAwOv8t3LXgnTz8oWg7SE647KNHzsa0UH4LGkmkqlhdmb.yULWu9Kgnx7wFJ9I?continueMode=true&x_zm_rtaid=pyE4nJg3Q_qwp1DXAIthA.1639612548614.f81ceb7d9603c99547863994e062a826&x_zm_rhtaid=600)

# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE            | TRANSACTION<br>TYPE     | NUM  | NAME   | MEMO/DESCRIPTION | CLR | AMOUNT    |
|-----------------|-------------------------|------|--|------------------|-----|-----------|
| 9120-1 Checking |                         |      |  |                  |     |           |
| 12/01/2021      | Bill Payment<br>(Check) | 4026 | CliftonLarsonAllen LLP                                     |                  | C   | -2,100.00 |
|                 |                         |      |  |                  |     | -2,100.00 |
| 12/01/2021      | Bill Payment<br>(Check) | 4027 | MetLife Small Business Center                              |                  | C   | -1,846.48 |
|                 |                         |      |  |                  |     | -1,846.48 |
| 12/02/2021      | Bill Payment<br>(Check) | 4028 | Creative Back Office                                       |                  | C   | -8,000.00 |
|                 |                         |      |  |                  |     | -8,000.00 |
| 12/02/2021      | Bill Payment<br>(Check) | 4029 | Dale Garcia  |                  | C   | -169.00   |
|                 |                         |      |  |                  |     | -169.00   |
| 12/02/2021      | Bill Payment<br>(Check) | 4030 | Jennifer Wiersma   |                  | C   | -202.81   |
|                 |                         |      |  |                  |     | -202.81   |
| 12/02/2021      | Bill Payment<br>(Check) | 4031 | KA Productions   |                  | C   | -500.00   |
|                 |                         |      |  |                  |     | -500.00   |
| 12/02/2021      | Bill Payment<br>(Check) | 4032 | Limitless Fitness Training LLC                             |                  | C   | -9,750.00 |
|                 |                         |      |  |                  |     | -9,750.00 |
| 12/02/2021      | Bill Payment<br>(Check) | 4033 | Louch & Langston Training, LLC ( The W Training Facility ) |                  | C   | -         |
|                 |                         |      |  |                  |     | 11,100.00 |
|                 |                         |      |  |                  |     | -         |
|                 |                         |      |  |                  |     | 11,100.00 |
| 12/02/2021      | Bill Payment<br>(Check) | 4034 | Vision Graphics / SBR Technologies                         |                  | C   | -438.40   |
|                 |                         |      |  |                  |     | -438.40   |
| 12/07/2021      | Bill Payment<br>(Check) | 4035 | UMB Bank - FBO PlanMember Services                         |                  | C   | -         |
|                 |                         |      |  |                  |     | 16,459.44 |
|                 |                         |      |  |                  |     | -         |
|                 |                         |      |  |                  |     | 16,459.44 |
| 12/10/2021      | Bill Payment            | 4036 | Alyson Yeates  |                  | C   | -51.08    |

# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE       | TRANSACTION<br>TYPE     | NUM  | NAME                                  | MEMO/DESCRIPTION | CLR | AMOUNT    |
|------------|-------------------------|------|---------------------------------------|------------------|-----|-----------|
|            | (Check)                 |      |                                       |                  |     | -51.08    |
| 12/10/2021 | Bill Payment<br>(Check) | 4037 | APA Benefits Inc.                     |                  | C   | -500.00   |
|            |                         |      |                                       |                  |     | -500.00   |
| 12/10/2021 | Bill Payment<br>(Check) | 4038 | Florida Virtual School                |                  | C   | -3,800.00 |
|            |                         |      |                                       |                  |     | -3,800.00 |
| 12/10/2021 | Bill Payment<br>(Check) | 4039 | Jennifer Wiersma                      |                  | C   | -96.00    |
|            |                         |      |                                       |                  |     | -96.00    |
| 12/10/2021 | Bill Payment<br>(Check) | 4040 | Zoom                                  |                  | C   | -958.10   |
|            |                         |      |                                       |                  |     | -958.10   |
| 12/14/2021 | Bill Payment<br>(Check) | 4041 | UMB Bank - FBO PlanMember Services    |                  | C   | -328.60   |
|            |                         |      |                                       |                  |     | -328.60   |
| 12/14/2021 | Bill Payment<br>(Check) | 4042 | Alpha Therapy Center Inc.             |                  | C   | -         |
|            |                         |      |                                       |                  |     | 10,391.25 |
|            |                         |      |                                       |                  |     | -         |
|            |                         |      |                                       |                  |     | 10,391.25 |
| 12/16/2021 | Bill Payment<br>(Check) | 4043 | The Hudson Institute of Santa Barbara |                  | C   | -1,990.00 |
|            |                         |      |                                       |                  |     | -1,990.00 |
| 12/22/2021 | Bill Payment<br>(Check) | 4044 | CliftonLarsonAllen LLP                |                  | C   | -3,675.00 |
|            |                         |      |                                       |                  |     | -3,675.00 |
| 12/22/2021 | Bill Payment<br>(Check) | 4045 | UMB Bank - FBO PlanMember Services    |                  | C   | -         |
|            |                         |      |                                       |                  |     | 16,185.60 |
|            |                         |      |                                       |                  |     | -         |
|            |                         |      |                                       |                  |     | 16,185.60 |
| 12/27/2021 | Bill Payment<br>(Check) | 4046 | Golden Spring Capital                 |                  | C   | -8,588.00 |
|            |                         |      |                                       |                  |     | -8,588.00 |

# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE       | TRANSACTION<br>TYPE     | NUM  | NAME   | MEMO/DESCRIPTION | CLR | AMOUNT                           |
|------------|-------------------------|------|--|------------------|-----|----------------------------------|
| 12/27/2021 | Bill Payment<br>(Check) | 4047 | Golden Spring Capital                                      |                  | C   | -<br>20,336.37<br>-<br>20,336.37 |
| 01/03/2022 | Bill Payment<br>(Check) | 4048 | Carolyn Andrews  |                  | C   | -500.00<br>-500.00               |
| 01/03/2022 | Bill Payment<br>(Check) | 4049 | Creative Back Office                                       |                  | C   | -5,000.00<br>-5,000.00           |
| 01/03/2022 | Bill Payment<br>(Check) | 4050 | Gloria Vargas  |                  | C   | -500.00<br>-500.00               |
| 01/03/2022 | Bill Payment<br>(Check) | 4051 | Shannon Clark  |                  | C   | -500.00<br>-500.00               |
| 01/03/2022 | Bill Payment<br>(Check) | 4052 | Steve Dorsey   |                  | C   | -500.00<br>-500.00               |
| 01/03/2022 | Bill Payment<br>(Check) | 4053 | Tyler Roberts  |                  | C   | -500.00<br>-500.00               |
| 01/03/2022 | Bill Payment<br>(Check) | 4054 | Marsh & McLennan Agency                                    |                  | C   | -3,487.00<br>-3,487.00           |
| 01/03/2022 | Bill Payment<br>(Check) | 4055 | San Joaquin County Office of Education                     |                  | C   | -1,200.00<br>-1,200.00           |
| 01/04/2022 | Bill Payment<br>(Check) | 4056 | Limitless Fitness Training LLC                             |                  | C   | -9,630.00<br>-9,630.00           |
| 01/04/2022 | Bill Payment<br>(Check) | 4057 | Louch & Langston Training, LLC ( The W Training Facility ) |                  | C   | -<br>11,400.00                   |



# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE       | TRANSACTION<br>TYPE     | NUM  | NAME  | MEMO/DESCRIPTION | CLR | AMOUNT    |
|------------|-------------------------|------|---|------------------|-----|-----------|
|            |                         |      |   |                  |     | -         |
|            |                         |      |   |                  |     | 11,400.00 |
| 01/04/2022 | Bill Payment<br>(Check) | 4058 | OverDrive, Inc.   |                  | C   | -322.50   |
|            |                         |      |   |                  |     | -322.50   |
| 01/07/2022 | Bill Payment<br>(Check) | 4059 | APA Benefits Inc.   |                  | C   | -1,000.00 |
|            |                         |      |   |                  |     | -1,000.00 |
| 01/07/2022 | Bill Payment<br>(Check) | 4060 | Zoom  |                  | C   | -993.10   |
|            |                         |      |   |                  |     | -993.10   |
| 01/11/2022 | Bill Payment<br>(Check) | 4061 | Adam Corn**   |                  | C   | -495.00   |
|            |                         |      |   |                  |     | -495.00   |
| 01/11/2022 | Bill Payment<br>(Check) | 4062 | California Department of Tax and Fee Administration         |                  | C   | -357.00   |
|            |                         |      |   |                  |     | -357.00   |
| 01/13/2022 | Bill Payment<br>(Check) | 4063 | Alpha Therapy Center Inc.                                   |                  | C   | -7,046.25 |
|            |                         |      |   |                  |     | -7,046.25 |
| 01/13/2022 | Bill Payment<br>(Check) | 4064 | UMB Bank - FBO PlanMember Services                          |                  | C   | -273.84   |
|            |                         |      |   |                  |     | -273.84   |
| 01/13/2022 | Bill Payment<br>(Check) | 4067 | UMB Bank - FBO PlanMember Services                          |                  | C   | -273.84   |
|            |                         |      |   |                  |     | -273.84   |
| 01/20/2022 | Bill Payment<br>(Check) | 4068 | eDynaiaic Learning  |                  | C   | -7,425.00 |
|            |                         |      |   |                  |     | -7,425.00 |
| 01/20/2022 | Bill Payment<br>(Check) | 4069 | Riverside County Office of Education School of<br>Education |                  | C   | -1,500.00 |
|            |                         |      |   |                  |     | -1,500.00 |
| 01/21/2022 | Bill Payment            | 4070 | APA Benefits Inc.   |                  | C   | -342.00   |

# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE       | TRANSACTION<br>TYPE     | NUM  | NAME  | MEMO/DESCRIPTION | CLR | AMOUNT    |
|------------|-------------------------|------|---|------------------|-----|-----------|
|            | (Check)                 |      |   |                  |     | -342.00   |
| 01/21/2022 | Bill Payment<br>(Check) | 4071 | Marsh & McLennan Agency                                     |                  | C   | -3,487.00 |
|            |                         |      |   |                  |     | -3,487.00 |
| 01/21/2022 | Bill Payment<br>(Check) | 4072 | Riverside County Office of Education School of<br>Education |                  | C   | -1,500.00 |
|            |                         |      |   |                  |     | -1,500.00 |
| 01/26/2022 | Bill Payment<br>(Check) | 4073 | Golden Spring Capital                                       |                  |     | -         |
|            |                         |      |   |                  |     | 20,336.37 |
|            |                         |      |   |                  |     | -         |
|            |                         |      |   |                  |     | 20,336.37 |
| 01/26/2022 | Bill Payment<br>(Check) | 4074 | UMB Bank - FBO PlanMember Services                          |                  | C   | -         |
|            |                         |      |   |                  |     | 16,185.68 |
|            |                         |      |   |                  |     | -         |
|            |                         |      |   |                  |     | 16,185.68 |
| 01/26/2022 | Bill Payment<br>(Check) | 4075 | MetLife Small Business Center                               |                  | C   | -1,790.83 |
|            |                         |      |   |                  |     | -1,790.83 |
| 01/26/2022 | Bill Payment<br>(Check) | 4076 | Carolyn Andrews   |                  | C   | -500.00   |
|            |                         |      |   |                  |     | -500.00   |
| 01/26/2022 | Bill Payment<br>(Check) | 4077 | Gloria Vargas   |                  | C   | -500.00   |
|            |                         |      |   |                  |     | -500.00   |
| 01/26/2022 | Bill Payment<br>(Check) | 4078 | Golden Spring Capital                                       |                  |     | -8,588.00 |
|            |                         |      |   |                  |     | -8,588.00 |
| 01/26/2022 | Bill Payment<br>(Check) | 4079 | Shannon Clark   |                  | C   | -500.00   |
|            |                         |      |   |                  |     | -500.00   |
| 01/26/2022 | Bill Payment<br>(Check) | 4080 | Steve Dorsey  |                  | C   | -500.00   |
|            |                         |      |   |                  |     | -500.00   |

# Method Schools Corporation

## Check Detail

December 2021 - January 2022

| DATE       | TRANSACTION<br>TYPE     | NUM  | NAME          | MEMO/DESCRIPTION | CLR | AMOUNT  |
|------------|-------------------------|------|---------------|------------------|-----|---------|
| 01/26/2022 | Bill Payment<br>(Check) | 4081 | Tyler Roberts |                  | C   | -500.00 |
|            |                         |      |               |                  |     | -500.00 |
| 01/28/2022 | Bill Payment<br>(Check) | 4082 | Kyle Quintero |                  | C   | -215.00 |
|            |                         |      |               |                  |     | -215.00 |



# SKY CANYON BUSINESS PARK

AVAILABLE FOR LEASE

38750 Sky Canyon Drive  
Murrieta, CA 92563

## FEATURES

- Located in the Sky Canyon Business Park
- Walking distance to restaurants, retail amenities, and banking institutions.
- Exterior entrance
- 2,122 sq. ft. of Flex/Office Space
- Cat 6 wiring
- Eyebrow Signage location available
- In Suite Private Restroom
- Roughly 500 sq. ft. of Storage Area with Roll-up Door



25240 Hancock Avenue, Suite 100  
Murrieta, CA 92562  
[www.lee-associates.com](http://www.lee-associates.com) | 951.445.4500  
Corp. ID# 01048055

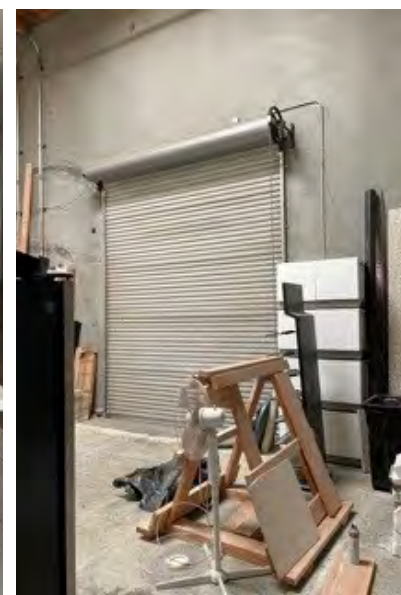
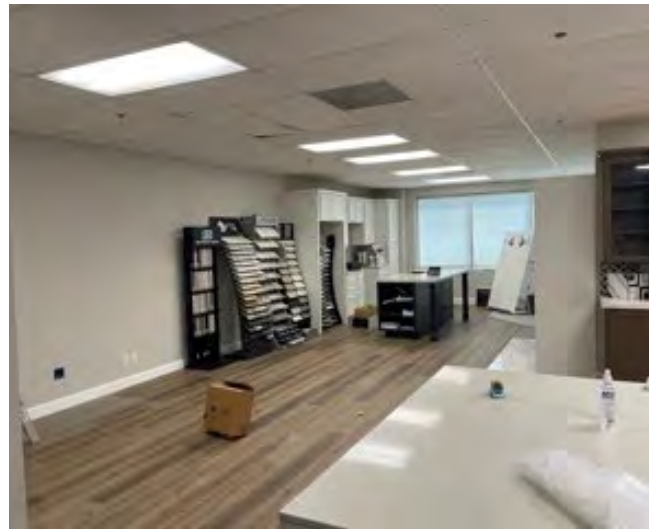
**MATT SHAW, CCIM**  
Vice President  
951.445.4502  
[mshaw@leetemecula.com](mailto:mshaw@leetemecula.com)  
DRE# 01917622

**BLAKE VALDEZ**  
Associate  
951.445.4509  
[bvaldez@leetemecula.com](mailto:bvaldez@leetemecula.com)  
DRE# 02107941

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# AVAILABILITY

| Suite                                       | RSF   | Comments   | Asking Rate |
|---|-------|--|-------------|
| B   | 2,122 | Two Offices, Reception area, In-Suite Bathroom, and storage area.<br>Immediate Availability. | \$1.65      |
| *MG Rate: Net of electricity and janitorial |       |  |             |



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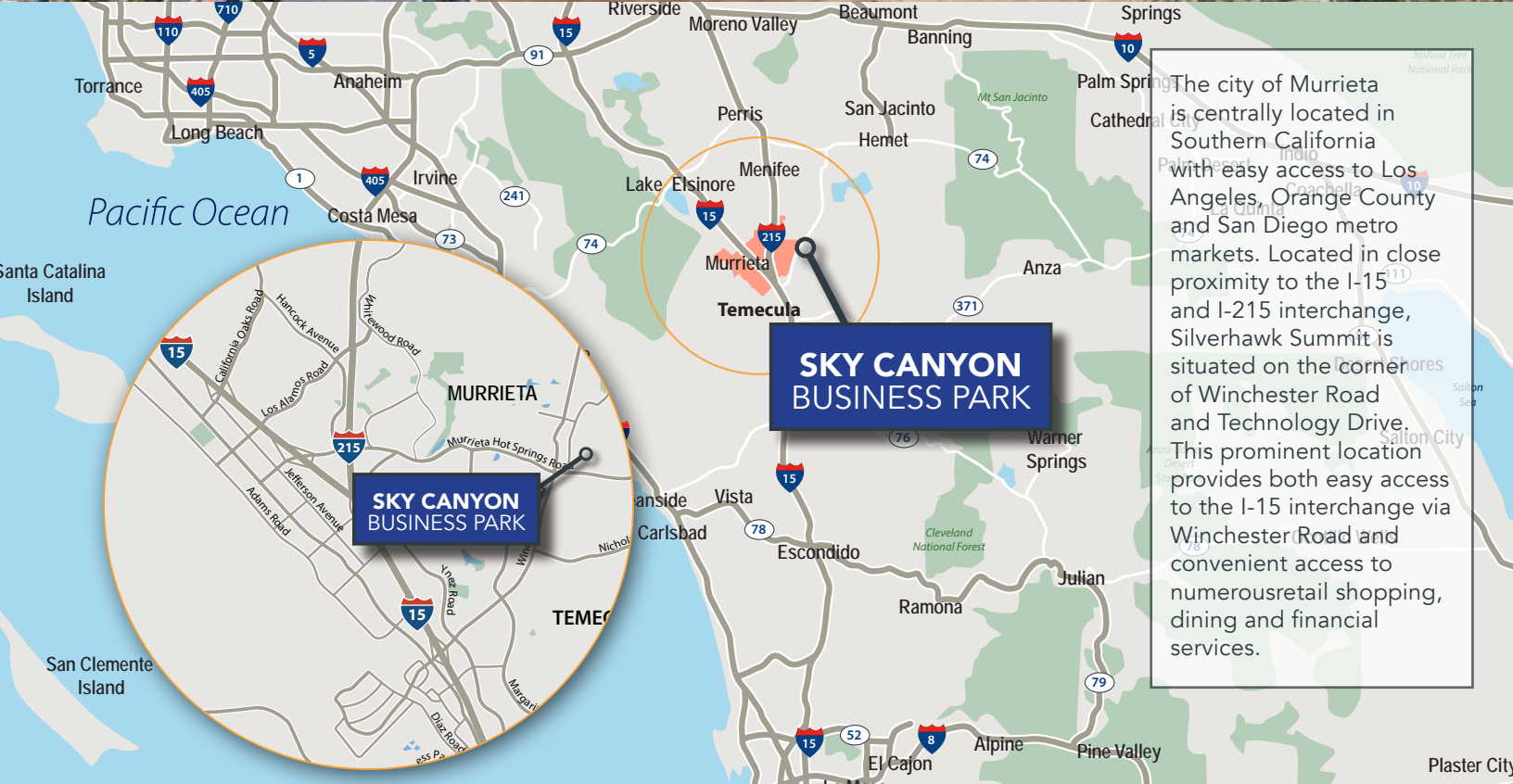
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# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                       | Email and Phone  |
|-------------------------------------|--|--|
| Method Schools                      | Jade Fernandez, Director of Student Services | <a href="mailto:jfernandez@methodschools.org">jfernandez@methodschools.org</a> ,<br>951-461-4620 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Method Schools continuously seeks the feedback and input of its educational partners through quarterly surveys which are used in part to guide LCAP goals. In addition to quarterly surveys, Method Schools conducted staff, student, and parent focus groups in May 2021 and will host LCAP focus groups annually. Surveys are distributed to educational partners (staff, students, and parents) on a quarterly basis. Topics of quarterly surveys include: evaluation of educational programs, evaluation of special education services, satisfaction with teachers, satisfaction with student services, and mental health support. Results of these surveys are reported out to educational partners through staff and board meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LEA does not receive concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

LEA does not receive ESSR III funding

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

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# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

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- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

## Method Schools

### 2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - December 31st, 2021/2022

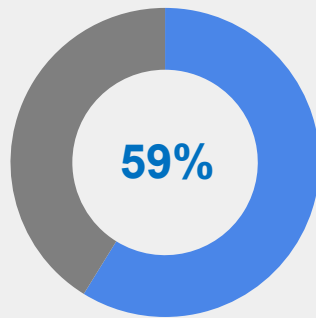
| LCAP Goal # | Total 2021-22 LCAP Planned Expenditures (A) | Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B) | % of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A) | % Planned Expenditures Remaining |
|-------------|---|--|---|----------------------------------|
| 1           | 425,000                                     | 249,966  | 59%   | 41%                              |
| 2           | 472,000                                     | 201,906  | 43%   | 57%                              |
| 3           | 268,000                                     | 128,840  | 48%   | 52%                              |
| 4           | -   | -  | #DIV/0!   | #DIV/0!                          |
| 5           | -   | -  | #DIV/0!   | #DIV/0!                          |
| 6           | -   | -  | #DIV/0!   | #DIV/0!                          |
| Grand Total | 1,165,000                                   | 580,712  |   |                                  |

Goal 1 expenditures trending with report date cut off

Goal 2 includes a large budget (\$378K) for social/mental health - re

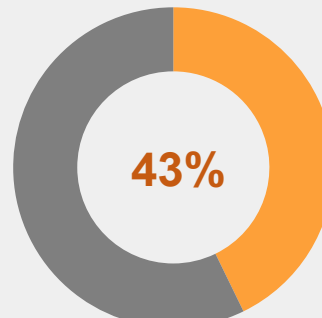
Goal 3 has one action item that is not yet started

#### 2021-22 LCAP Goal 1



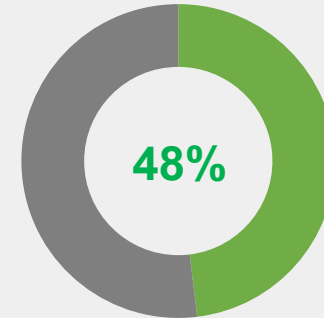
Goal 1 Total Budgeted Expenditures = \$425,000

#### 2021-22 LCAP Goal 2



Goal 2 Total Budgeted Expenditures = \$472,000

#### 2021-22 LCAP Goal 3



Goal 3 Total Budgeted Expenditures = \$268,000

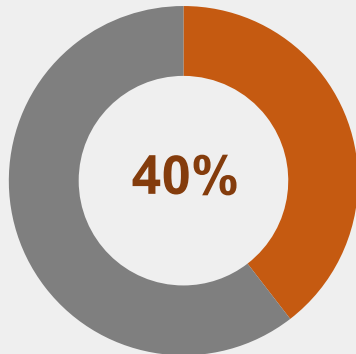
## 2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - December 31st, 2021/2022

| Contributing Action (Y/N) | Total 2021-22 LCAP Planned Expenditures (A) | Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B) | % of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A) | % Planned Expenditures Remaining |
|---------------------------|---|--|---|----------------------------------|
| N                         | 429,000                                     | 289,745  | 68%   | 32%                              |
| Y                         | 736,000                                     | 290,967  | 40%   | 60%                              |
| <b>Grand Total</b>        | <b>1,165,000</b>                            | <b>580,712</b>   |   |                                  |

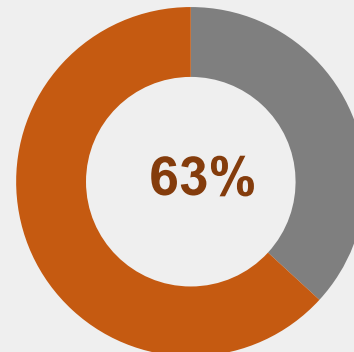
N 37%  
Y 63%

### 2021-22 LCAP Contributing Expenditures YTD for Increased or Improved Services



Total LCAP YTD Contributing Expenditures = \$255,000

### 2021-22 LCAP Budgeted Contributing Expenditures for Increased or Improved Services



Total LCAP Budgeted Contributing Expenditures = \$736,000



| Mid Year Budget Update                        |                                  |                                    |                   |
|---|----------------------------------|------------------------------------|-------------------|
| Budget Item                                   | Projected 21-22<br>Budget Amount | 1st Interim 21-22<br>Budget Amount | Difference        |
| Total LCFF funds                              | \$ 5,703,447.00                  | \$ 3,238,552.00                    | \$ (2,464,895.00) |
| LCFF supplemental and<br>concentration grants | \$ 384,656.00                    | \$ 236,556.00                      | \$ (148,100.00)   |
| All other state funds                         | \$ 642,222.00                    | \$ 817,029.00                      | \$ 174,807.00     |
| All local funds                               | \$ 125,000.00                    | \$ 125,000.00                      | \$ -              |
| All federal funds                             | \$ -                             | \$ -                               | \$ -              |
| Total projected revenue                       | \$ 6,470,669.00                  | \$ 4,180,581.00                    | \$ (2,290,088.00) |
| Total budgeted general fund<br>expenditures   | \$ 5,676,568.00                  | \$ 6,068,941.44                    | \$ 392,373.44     |

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                       | Email and Phone  |
|-------------------------------------|--|--|
| Method Schools, LA                  | Jade Fernandez, Director of Student Services | <a href="mailto:jfernandez@methodschools.org">jfernandez@methodschools.org</a> ,<br>951-461-4620 |

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Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

## Method Schools LA

### 2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - December 31st, 2021/2022

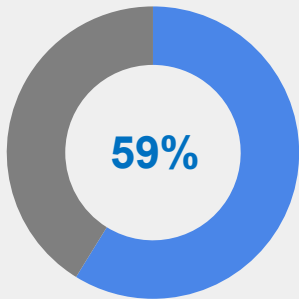
| LCAP Goal #        | Total 2021-22 LCAP<br>Planned<br>Expenditures<br>(A) | Total LCAP Mid-<br>Year Actual<br>Expenditures (YTD<br>July - Dec/Jan)<br>(B) | % of Mid-Year<br>Expenditures to<br>Planned (Budgeted)<br>Expenditures<br>(B) / (A) | % Planned<br>Expenditures<br>Remaining |
|--------------------|--|---|---|--|
| 1                  | 425,000  | 249,966   | 59%   | 41%                                    |
| 2                  | 472,000  | 201,906   | 43%   | 57%                                    |
| 3                  | 268,000  | 128,840   | 48%   | 52%                                    |
| 4                  | -  | -   | #DIV/0!   | #DIV/0!                                |
| 5                  | -  | -   | #DIV/0!   | #DIV/0!                                |
| 6                  | -  | -   | #DIV/0!   | #DIV/0!                                |
| <b>Grand Total</b> | <b>1,165,000</b>                                     | <b>580,712</b>  |   |  |

Goal 1 expenditures trending with report date cut off

Goal 2 includes a large budget (\$378K) for social/mental health - revisit budg

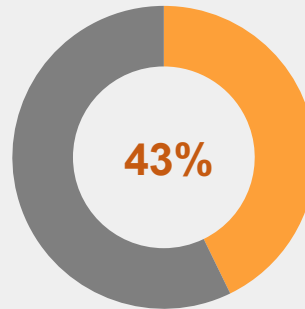
Goal 3 has one action item that is not yet started

#### 2021-22 LCAP Goal 1



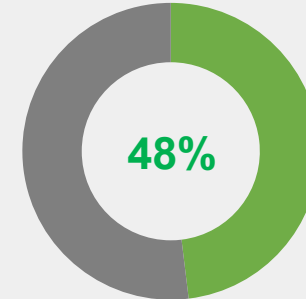
Goal 1 Total Budgeted Expenditures = \$425,000

#### 2021-22 LCAP Goal 2



Goal 2 Total Budgeted Expenditures = \$472,000

#### 2021-22 LCAP Goal 3



Goal 3 Total Budgeted Expenditures = \$268,000



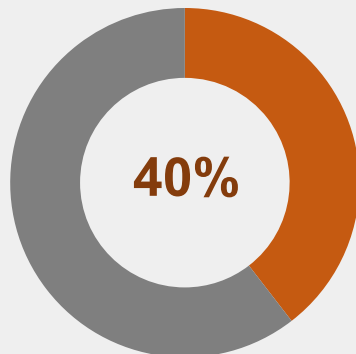
## 2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - December 31st, 2021/2022

| Contributing Action (Y/N) | Total 2021-22 LCAP Planned Expenditures (A) | Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B) | % of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A) | % Planned Expenditures Remaining |
|---------------------------|---|--|---|----------------------------------|
| N                         | 429,000                                     | 289,745  | 68%   | 32%                              |
| Y                         | 736,000                                     | 290,967  | 40%   | 60%                              |
| <b>Grand Total</b>        | <b>1,165,000</b>                            | <b>580,712</b>   |   |                                  |

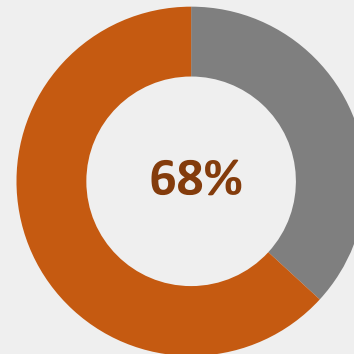
N 37%  
Y 63%

### 2021-22 LCAP Contributing Expenditures for Increased or Improved Services



Total LCAP Budgeted Contributing Expenditures = \$255,000

### 2021-22 LCAP Budgeted Contributing Expenditures for Increased or Improved Services



Total LCAP Budgeted Contributing Expenditures = \$736,000

| Mid Year Budget Update                        |                                  |                                    |                   |
|---|----------------------------------|------------------------------------|-------------------|
| Budget Item                                   | Projected 21-22<br>Budget Amount | 1st Interim 21-22<br>Budget Amount | Difference        |
| Total LCFF funds                              | \$ 6,221,022.00                  | \$ 2,127,312.00                    | \$ (4,093,710.00) |
| LCFF supplemental and<br>concentration grants | \$ 409,048.00                    | \$ 174,610.00                      | \$ (234,438.00)   |
| All other state funds                         | \$ 915,783.00                    | \$ 1,151,669.14                    | \$ 235,886.14     |
| All local funds                               | \$ -                             | \$ -                               | \$ -              |
| All federal funds                             | \$ -                             | \$ -                               | \$ -              |
| Total projected revenue                       | \$ 7,136,805.00                  | \$ 3,278,981.14                    | \$ (3,857,823.86) |
| Total budgeted general fund<br>expenditures   | \$ 6,107,721.96                  | \$ 4,258,103.87                    | \$ (1,849,618.09) |