

Method Schools, LA
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	38750 Sky Canyon Dr. Ste. B Murrieta, CA , 92563-2561	Principal:	Jessica Spallino, Chief Executive Officer/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 and access to prior year reports, 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.

Internet Access

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

About This School

Jessica Spallino, Chief Executive Officer/Co-Founder

📍 Principal, Method Schools, LA

About Our School



Contact

Method Schools, LA
38750 Sky Canyon Dr. Ste. B
Murrieta, CA 92563-2561

Phone: (951) 461-4620
Email: jessica@methodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Method Schools, LA
Street	38750 Sky Canyon Dr. Ste. B
City, State, Zip	Murrieta, CA , 92563-2561
Phone Number	(951) 461-4620
Principal	Jessica Spallino, Chief Executive Officer/Co-Founder
Email Address	jessica@methodschools.org
Website	www.methodschools.org
County-District-School (CDS) Code	19753090137703

Last updated: 12/7/23

School Description and Mission Statement (School Year 2023–24)

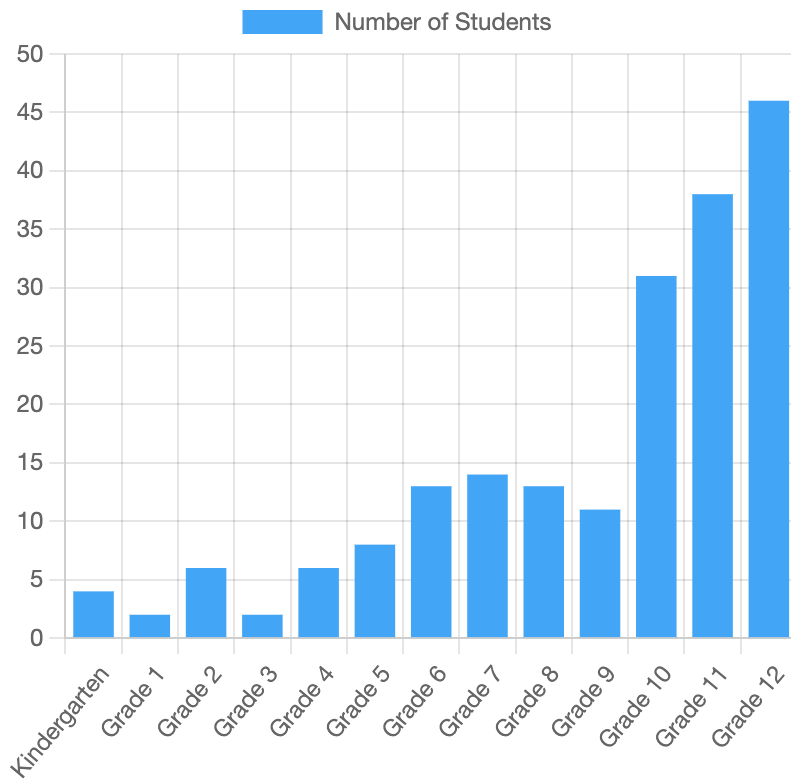
Method Schools' mission is to aggressively advance K12 public education through continuously developing models that promote targeted student growth and a culture of inclusivity and equality. We aim to do this in the following ways:

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

Last updated: 12/7/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 2	6
Grade 3	2
Grade 4	6
Grade 5	8
Grade 6	13
Grade 7	14
Grade 8	13
Grade 9	11
Grade 10	31
Grade 11	38
Grade 12	46
Total Enrollment	194



Last updated: 12/7/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	53.10%	English Learners	4.10%
Male	46.90%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	1.00%	Migrant	0.00%
Asian	3.60%	Socioeconomically Disadvantaged	57.20%
Black or African American	13.40%	Students with Disabilities	14.40%
Filipino	0.50%		
Hispanic or Latino	41.20%		
Native Hawaiian or Pacific	1.00%		

Student Group	Percent of Total Enrollment
Islander	
Two or More Races	1.00%
White	34.00%

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 2020–21)

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)	10.10	69.64%	237.10	43.70%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	9.20	1.70%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.43%	18.60	3.44%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	22.07%	268.90	49.57%	12115.80	4.41%
Unknown/Incomplete/NA	0.70	4.80%	8.50	1.58%	18854.30	6.86%
Total Teaching Positions	14.50	100.00%	542.60	100.00%	274759.10	100.00%

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 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: 12/7/23

Teacher Preparation and Placement (School Year 2021–22)

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)	13.30	76.40%	271.40	43.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.00	0.80%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	19.70	3.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	20.69%	318.60	50.92%	11953.10	4.28%
Unknown/Incomplete/NA	0.50	2.86%	10.90	1.74%	15831.90	5.67%
Total Teaching Positions	17.50	100.00%	625.80	100.00%	279044.80	100.00%

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 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: 12/7/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.20	3.60
Total Out-of-Field Teachers	3.20	3.60

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

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: 12/7/23

School Facility Conditions and Planned Improvements

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

Last updated: 12/7/23

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: December 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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Last updated: 12/7/23

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	34%	34%	40%	39%	47%	46%
Mathematics (grades 3-8 and 11)	18%	13%	21%	21%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	119	88.81%	11.19%	33.61%
Female	56	49	87.50%	12.50%	40.82%
Male	78	70	89.74%	10.26%	28.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	20	95.24%	4.76%	25.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	50	47	94.00%	6.00%	29.79%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	39	81.25%	18.75%	43.59%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	59	89.39%	10.61%	33.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	13	72.22%	27.78%	23.08%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	119	88.81%	11.19%	13.45%
Female	57	50	87.72%	12.28%	22.00%
Male	77	69	89.61%	10.39%	7.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	19	95.00%	5.00%	5.26%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	51	48	94.12%	5.88%	10.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	39	81.25%	18.75%	23.08%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	59	89.39%	10.61%	15.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	13	72.22%	27.78%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	26.98%	14.29%	17.23%	19.47%	29.47%	30.29%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Last updated: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	98	80.99%	19.01%	14.29%
Female	53	43	81.13%	18.87%	16.28%
Male	68	55	80.88%	19.12%	12.73%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	13	12	92.31%	7.69%	33.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	41	37	90.24%	9.76%	10.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	57	40	70.18%	29.82%	15.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	71	59	83.10%	16.90%	15.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	11	78.57%	21.43%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Career Technical Education (CTE) Programs (School Year 2022–23)

To continue to advance our College and Career Readiness opportunities for students, Method Schools has entered into a California College and Career Access Pathways (CCAP) agreement with the College of the Canyons. COC has a successful history of partnering with high school districts to provide dual enrollment Career Technical Education pathway courses to high school students.

Based on student interest surveys, Method Schools will begin its CCAP agreement in the 24/25 school year with a Business Entrepreneurship Certificate pathway. Students will take an introduction, concentrator, and capstone course in Business Entrepreneurship to complete the pathway, with the option of continuing for eleven additional units to complete a Certificate in Business Entrepreneurship, earning both college and high school credit. As students show interest, more pathways will be added to the CCAP agreement to encourage Method students to prepare for college and career during their high school years.

- CTE Arts, Media, and Entertainment
- CTE Business Entrepreneurship (coming 2024-25)

Last updated: 1/30/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	54
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: 1/30/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33%

Last updated: 1/30/24

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 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	50%	50%	50%	50%	50%
7	14%	14%	14%	14%	14%
9	18%	18%	18%	18%	18%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Method Schools is dedicated to providing students and families with equitable access to supports and opportunities for collaboration as decision makers in our school community. Through the Parent Advisory Committee, Method's parents/guardians have the opportunity to engage in discussions and share ideas to enhance the educational experience of its students. The Parent Advisory Committee (PAC) serves as a bridge between parents and the school leaders,

providing a platform for parents to voice their thoughts on curriculum, stay informed, and collaborate on how to refine the school. PAC meets regularly throughout the school year both virtually and in person and is open to parent and guardian members all year long.?

Parents may get involved in Parent Advisory Committee by applying with the school. Reach out to our Parent Success Managers, Rachel DeSena (rdesena@methodschoools.org) and Sabrina Godshaw (sgodshaw@methodschoools.org)

State Priority: Pupil Engagement

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

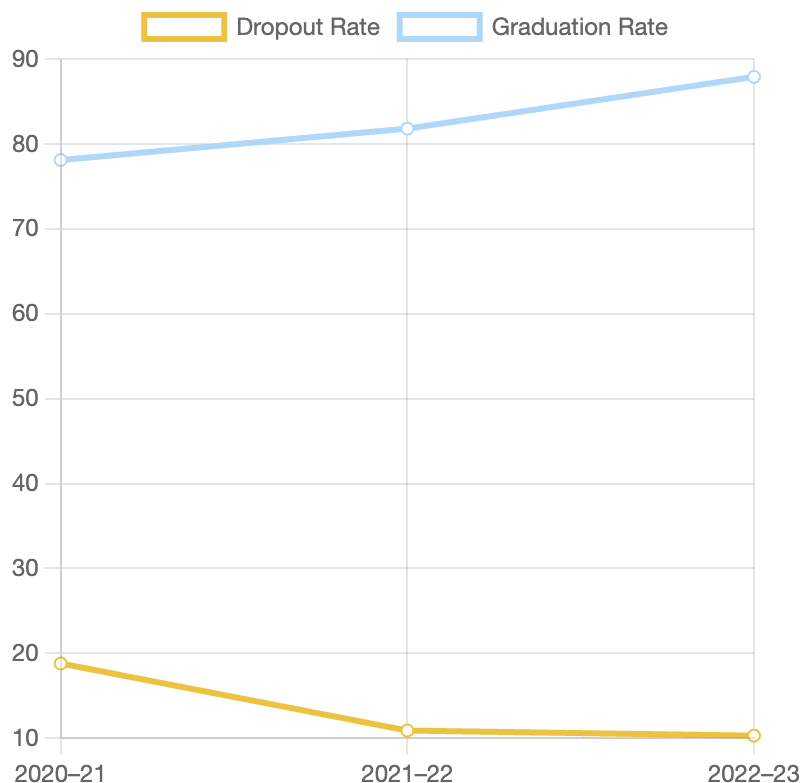
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	18.8%	10.9%	10.3%	27.6%	26.9%	24.4%	9.4%	7.8%	8.2%
Graduation Rate	78.1%	81.8%	87.9%	26%	37.9%	32.4%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	51	87.9%
Female	26	24	92.3%
Male	32	27	84.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	13	12	92.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	35	30	85.7%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	42	37	88.1%
Students Receiving Migrant Education Services	0.0	0.0	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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	329	295	59	20.0%
Female	162	145	16	11.0%
Male	167	150	43	28.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	11	10	1	10.0%
Black or African American	44	39	6	15.4%
Filipino	1	1	0	0.0%
Hispanic or Latino	132	114	20	17.5%
Native Hawaiian or Pacific Islander	3	3	0	0.0%
Two or More Races	6	5	1	20.0%
White	119	110	29	26.4%
English Learners	21	16	6	37.5%
Foster Youth	4	4	1	25.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	173	151	38	25.2%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities	45	42	13	31.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.01%	0.37%	0.30%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/30/24

School Safety Plan (School Year 2023–24)

?Method Schools' Safety Plan is regularly updated 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: 1/30/24

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 2020–21)

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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	9		
1	11.00	4		
2	3.00	4		
3	5.00	5		
4	4.00	4		
5	11.00	5		
6	7.00	4		
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	8	0	0
1	2.00	4	0	0
2	6.00	4	0	0
3	2.00	4	0	0
4	6.00	4	0	0
5	5.00	6	0	0
6	13.00	4	0	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	8	1	3
Mathematics	21.00	10	2	2
Science	32.00	5		4
Social Science	36.00	4	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	23	1	
Mathematics	5.00	25		
Science	8.00	15	1	1
Social Science	11.00	14	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	23	2	0
Mathematics	4.00	31	0	0
Science	8.00	17	0	1
Social Science	11.00	14	2	2

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

Last updated: 1/30/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	3.50

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

Last updated: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17610.88	\$744.94	\$16865.94	\$77756.57
District	N/A	N/A	\$16865.94	\$77756.57
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7606.62	\$77993.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

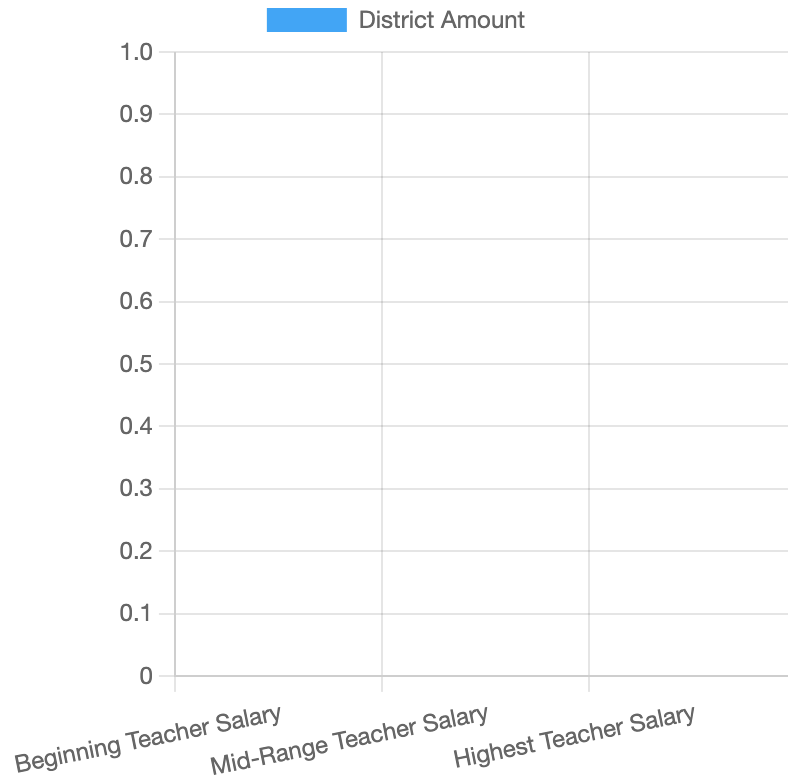
Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$47615.88

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	--	\$75580.34
Highest Teacher Salary	--	\$100485.05
Average Principal Salary (Elementary)	--	\$114066.92
Average Principal Salary (Middle)	--	\$123621.77
Average Principal Salary (High)	--	\$125385.54
Superintendent Salary	--	\$157977.15
Percent of Budget for Teacher Salaries	24.14%	27.82%
Percent of Budget for Administrative Salaries	6.35%	5.78%

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



Last updated: 1/30/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 7.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	3
Total AP Courses Offered*	8

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

*Last updated: 1/30/24***Professional Development**

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	11	23	23

Last updated: 1/30/24