

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| | | | |
|------------------------|------------------|-----------------|--|
| LEA Name | Method Schools | | |
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Method Schools is a charter school in Southern California chartered through Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment. Method Schools is an independent study program that offers a blended environment that combines online curriculum with on-site and virtual teacher instruction.

The overall model contains the following components:

- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher. [L] [SEP]
- Students can create their own schedules, but need to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework. [L] [SEP]
- Students and their Learning Coach are required to meet with their Method Schools teachers every week virtually or on site to turn in hard copy and project based coursework, take any required assessments on site, etc. [L] [SEP]
- Students have access to their Method Schools teacher through email or phone and can arrange for onsite instructional support in a one-on-one format or in an instructional aide computer lab. [L] [SEP]
- Students may also come to the site for a teacher led scheduled workshop, project work, or intervention. [L] [SEP]

This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and

interventions where necessary. One way of customizing the Method student experience is through differentiated instructional delivery. Instructional support may be in the following formats:

- Live, virtual meeting via web conference tool with shared whiteboard and internet ^[L]_[SEP]
- On-site instructional support ^[L]_[SEP] in one on one or group tutoring settings
- Supplemental and enrichment courses in key subject areas, such as technology and ^[L]_[SEP] entrepreneurship

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Method's 2017-18 thru 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, through the targeted surveys and individualized focus group, we were able to gain an enhanced understanding of our stakeholder's priorities. Beginning with our engagement in developing the 2017-18 LCAP (done in FY 2016-17) there has been consistent information flow between the school and stakeholder groups.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

We feel our greatest progress made during the 2018-19 academic year was the continued development of Method's own Learning Management System (/ Student Information System (LMS/SIS) and own curriculum. Both of these items were designed for and made specifically for Method Schools and will directly enhance our teachers' effectiveness and students' ability to learn. Both the curriculum and LMS were designed specifically to align with how Method administers student assessments and gauges student performance.

Across all student groups Method declined 8.3 below Level 3 in ELA Comprehension, however, our Socioeconomically Disadvantaged students increased by 21.2 points. In Math comprehension Method declined 6.1 points, however, our Socioeconomically Disadvantaged students increased by 28.6 points.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

In reviewing the CA Dashboard for Fall 2018 – which is based off of Method's 2017-18 Spring testing, our greatest need comes improving our student scores in both ELA and Mathematics. For this dashboard release, our students scored in the "Orange" percentile - 39.8 points below Level 3 in ELA and 93.1 points below Level 3 in Mathematics. This was a decline of 13.8 points and 15.2 points in ELA and Mathematics respectively. For 2019-20 Method's primary focus will be bridging the achievement gap and improve student scores across the board on Smarter Balance Assessments and CAASPP Assessments in both ELA and Math.

To help streamline and accelerate this academic improvement, Method has added the following positions: Curriculum Director and will be implementing the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

In reviewing the CA Dashboard for Fall 2018 – which is based off Method’s 2017-18 Spring testing, we experienced a significant performance gap between our Hispanic students in both ELA at 79.8 below standard (versus 29.6 below standard for White students) and Math comprehension, at 111.5 points below standard (versus 82.5 points below for White students) .

To help streamline and accelerate this academic improvement, Method will add the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all our students and continue to bridge the existing achievement gaps in ELA and Math.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2017-18 thru 2019-20, Method is planning to develop an Academic Improvement Manager position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2017-18 thru 2019-20 we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year \$4,156,487

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year \$2,350,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

During the 2018-19 fiscal year, we were able to strategically allocate all of our funds outlined in the LCAP for Planned Actions / Services as well as allocate General Fund Expenditures on projects that will help Method School years into the future. During 2018-19, Method was able to use LCFF Revenues to continue to fund the develop of internal LMS and SIS systems. Additionally, Method was able to allocate significant general fund revenues towards development of internal curriculum content for grades K-12. The development of these two internal projects for Method will allow the school operate autonomously from curriculum and SIS/LMS providers allowing the school both financial and operational flexibility.

\$3,853,159

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

By 6/01/2019, 80% of Method Schools students will perform at grade level on site-developed / identified common formative assessments in Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.

Adopted Teacher Evaluations System - 85% of Teachers will not have "Needs Improvement" on Teacher Evaluation regarding CA Standards.

CA State Highly Qualified Rating Sheet - 100% of Teachers classified as highly qualified.

ACTUAL

Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.

Method implemented enhanced teacher and administrator evaluation system and carried out evaluations in a timely and effective manner.

In 2018-19, 83% of teachers at Method Schools met the qualifications of "highly qualified" under the ESSA requirements and guidelines.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

| | | |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Student assessments conducted through RenStar assessment program a total of nine (9) assessments during the year.</p> <p>Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.</p> <p>Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.</p> | <p>ACTUAL</p> <p>During the 2018-19 school year Method carried out targeted student assessments (6) times during the academic year</p> <p>Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>\$222,750 – Per Submitted LCAP.</p> | <p>ESTIMATED ACTUAL</p> <p>\$250,000.00</p> |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>During the 2018-19 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments frequently during the academic year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and align these assessments to preparing our students for the Smarter Balance and CAASSP assessments. Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions.</p> |
|---|---|

T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Furthermore, we feel our T.D.I. intervention model is quite effective because it is correlated to our RenStar assessments. Through the data our staff receives from RenStar we are able to accurately identify student comprehensive levels, which allows us to delivery effective, accurately directed T.D.I. for both our higher and lower achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2018-19 LCAP. As we continued to gain alignment and experience with our RenStar assessment program, we gained better understanding of how to better carry out our T.D.I and better prepare out students for Smarter Balance and CASSP Assessments in English Language Arts and Math.

Goal 2

Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Service Learning Activity Logs - Target Student Participation Rate – 70%

Student Information System Attendance Logs - Target ADA Percentage – 98%

Professional Development Calendar and Teacher Attendance Logs - Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance

ACTUAL

During 2018-19, Method did not implement the Service Learning Logs, but we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia Donation event, Solutions for Change, and independent student campaigns.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

| | | |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p>PLANNED</p> <p>Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.</p> <p>Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.</p> <p>Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.</p> | <p>ACTUAL</p> <p>Based on a format change to 100% online delivery, individual student mentors now counsel students in cases of character education and proper online etiquette and behavior in online forums and classes. Method also offered tile courses such as Men of Honor, Growth Mindset, and Changemakers to increase student social/emotional intelligence.</p> <p>Based on overall testing data from 17-18, the majority of PD, both on- and offsite was dedicated to overall student performance as well as teacher and administration development in order to achieve this goal.</p> <p>2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, and Solutions for Change charitable events, as well as independent student campaigns were highlights of Method’s Service Learning Program.</p> |
| <p>Expenditures</p> | <p>BUDGETED</p> <p>\$140,250 – per submitted LCAP.</p> | <p>ESTIMATED ACTUAL</p> <p>\$150,000</p> |

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During 2018-19, Method implemented significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Men of Honor, Growth Mindset, and Changemakers tiles which our students participated in while our teachers participated in school climate conferences, peer lead workshops and student outreach events.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, Solutions for Change and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel all of the components outlined above were very effective. As outlined above, during 2018-19, we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia event, Fox in Socks, Deck the Halls and independent student campaigns. Additionally, we maintained our current suspension status of "Blue" per the CDE Dashboard.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2018-19 LCAP.

Goal 3

Focus and implement Career & College Readiness Skills for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.

College & Technical School Visitation Logs - 66% of students visit at least one College or Technical School.

Service Learning Activity Logs - Target Student Participation Rate – 70%

ACTUAL

Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.

During the course of the year, Method hosted events in which student could meet with local college representatives.

During 2018-19, Method did not implement the Service Learning Logs, but we did see significant student participation in our Service Learning Campaigns.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

PLANNED

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

ACTUAL

During the course of the year, we provided opportunities for students to meet with local colleges.

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

Provide college and career counseling services for students and families.

Method enhanced our curriculum offering by providing students the opportunity to take course focused on CTE Skills through computer science, graphic design, robotics, and engineering coursework.

During 2018-19, Method provided families with college and career counseling through a combination of internal and external services – staff members and college counselors were readily available to students and families.

BUDGETED
\$118,500 – per submitted LCAP.

ESTIMATED ACTUAL
\$120,000

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2018-19 school year Method carried out targeted student assessments frequently throughout the year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

During the course of the year, we hosted technical and college information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did have increased student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Solutions for Change, Koinonia, and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment.

For our 2019-20 LCAP we made a concentrated effort to seek input from as many of our stakeholders as possible. As a result, parents, students, staff and our Governing Board all participated in the annual review process. Parents, students and staff each participated in individualized surveys designed for their specific perspective. Each survey contained between 20-25 unique questions for the designed target audience as well as 10 questions that were the same across all surveys. This allowed Method to receive individualized feedback from the targeted questions as well as compare the results of common questions asked to each stakeholder group. The use of individualized surveys, with stakeholder-targeted questions, enabled Method to recognize gaps in program or services particularly in the areas of assessment, student achievement, and school culture. Moreover, because each survey contained common questions for each stakeholder group Method was able to identify any inconsistencies across our stakeholders.

Method received even further input from Parents and Staff during focus groups that were held for each individual stakeholder group. After the survey results were analyzed, we invited stakeholders back for an open-ended focus group in which goals and strategies were discussed based on the results of each stakeholder group's survey. Although not a significant sub-group, EL (English Learner) parents were invited to discuss concerns their specific concerns.

As a result, our multi-faceted outreach to stakeholders revealed common themes and LCAP focus areas.

The following represents the timeline and Involvement, along with the impact on the LCAP.

July 2018: Method administrative develops and delivers survey at the beginning of the school year to gauge satisfaction with Method schools. Surveys were given to parents and students and contained targeted questions design to address concerns or further areas of focus for the upcoming 2019-20 fiscal year.

April 2019: Administrative staff, teachers and outside consultant work together to draft and develop LCAP specific surveys for individual stakeholder groups. Individual surveys are designed for the following stakeholder groups: students, parents, and teachers. Surveys are distributed to targeted stakeholder groups.

May 2019: Survey results are collected and reviewed by administrative staff, teachers and outside consultant. Significant time is spent analyzing survey results to find commonalities and inconsistencies across each stakeholder group. Parents are invited to attend a specifically designed focus group led by Method Administrators and outside consultant. Topics and prospective goals for discussion are derived from the results of the parent and student surveys. Once the parent focus group is conducted, lead teachers and other faculty attend focus group led by Method administrators and outside consultant.

June 2019: Administrative staff, teachers and outside consultant develop initial draft of LCAP based on results from surveys and focus groups. Initial LCAP draft is presented at June 5th board meeting. LCAP is further developed, reviewed and finalized over the course of the next week by administrative staff and outside consultant. Final LCAP presented for adoption at June 11th, 2019 board meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced knowledge and understanding of our stakeholder's priorities.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

By 6/1/2020, 80% of Method Schools students will perform at grade level based on formative assessments in Language Arts and Math.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

We acknowledge that we have areas for improvement and existing performance gaps. Across all demographic groups, students are performing at Level 2 (Orange), which is below the expected "met" standard. The goal is to have students at Level 3 (Yellow) level in both English Language Arts and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|--|---|---|---|
| CAASP & Local Assessments | 2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math. | Close Level 3 gap by 10 points in ELA and 20 points in Math. | Close Level 3 gap by 10 points in ELA and 30 points in Math. | Narrow Level 3 gap by 10 points in ELA and 20 points in Math. |
| Adopted Teacher Evaluations System | Create and adopt Teacher evaluation system based CA Teacher Standards. I | 80% of Teachers will not have "Needs Improvement" on Teacher Evaluations. | 85% of Teachers will not have "Needs Improvement" on Teacher Evaluations. | 90% of Teachers will not have "Needs Improvement" on Teacher Evaluations. |

CA State Highly Qualified Rating

100% of Teachers classified as highly qualified thru ESSA Requirements.

100% of Teachers classified as highly qualified thru ESSA Requirements.

100% of Teachers classified as highly qualified thru ESSA Requirements.

100% of Teachers classified as highly qualified thru ESSA Requirements.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.

2018-19

New Modified Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

2019-20

New Modified Unchanged

Student assessments conducted internally I-Ready quarterly and practice Smarter Balance Assessments throughout the year.

BUDGETED EXPENDITURES

2017-18

Amount \$42,500.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2018-19

Amount \$46,750.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2019-20

Amount \$125,000.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2018-19

New Modified Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2019-20

New Modified Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|-------------------------|
| Amount | \$150,000.00 |
| Source | Unrestricted - LCFF |
| Budget Reference | 1100 – Teacher Salaries |

2018-19

| | |
|------------------|-------------------------|
| Amount | \$165,000.00 |
| Source | Unrestricted - LCFF |
| Budget Reference | 1100 – Teacher Salaries |

2019-20

| | |
|------------------|-------------------------|
| Amount | \$250,000.00 |
| Source | Unrestricted - LCFF |
| Budget Reference | 1100 – Teacher Salaries |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

2018-19

New Modified Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

2019-20

New Modified Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2018-19

Amount \$11,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

New Modified Unchanged

Goal 2

Create extended opportunities to further student engagement, regular attendance, and overall achievement in order to promote a strong culture.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

This need was identified during our Stakeholder Engagement, as the teaching and enhancement of student's social and emotional intelligence were significant discussion items. Method parents and teachers both stressed the need for increased Digital Literacy and Global Citizenship development for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| Service Learning Activity Logs | 2016-17 Student Participation in Service Learning Activities was 50% | Target Student Participation Rate – 60% | Target Student Participation Rate – 70% | Target Student Participation Rate – 85% |
| Student Information System Attendance Logs | 2016-17 ADA Percentage was 96% | Target ADA Percentage – 97% | Target ADA Percentage – 98% | Target ADA Percentage – 99% |
| Professional Development Calendar and Teacher Attendance Logs | Create and Adopt Professional Development Calendar with 2 Offerings and 80% Teacher Attendance | Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance | Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance | Create and Adopt Professional Development Calendar with 3 Offerings and 100% Teacher Attendance |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence. | Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence. | Offered Men of Honor, Changemakers, and Growth Mindset tile course opportunities to all students. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount \$77,500.00 | Amount \$85,250.00 | Amount \$50,000.00 |
| Source Unrestricted - LCFF | Source Unrestricted - LCFF | Source Unrestricted - LCFF |
| Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components | Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components | Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Unduplicated Student Group(s).

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.

2018-19

New Modified Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

2019-20

New Modified Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

BUDGETED EXPENDITURES

2017-18

Amount \$5,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2018-19

Amount \$5,500.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

2018-19

New Modified Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

2019-20

New Modified Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

BUDGETED EXPENDITURES

2017-18

Amount \$45,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

2018-19

Amount \$49,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

2019-20

Amount \$50,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

New

Modified

Unchanged

Goal 3

Refine all virtual practices, including online curriculum and tools, instructional support and interventions, and enhanced opportunities for extended and mobile learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---------|--|--|
| Enhance Curriculum | Development of SmartFox LMS, with NCUA courses for all courses | | Continued development of SmartFox LMS | SmartFox fully complete and implemented |
| Increase professional development opportunities for delivery of online material | 2 PD opportunities per month , weekly inservice training for teaching staff | | Teachers attend conferences geared toward online teacher effectiveness and virtual course delivery | 80% staff participation in professional development opportunities geared toward online teacher effectiveness |
| Enhanced Opportunities for Extended and Mobile Learning | Tiles , field trips | | Tile opportunities for students including Men of Honor, Growth Mindset, and Changemakers | Extended learning tiles to continue and implementation of mobile STEM lab |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Student Grades 6-12

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs. | Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs. | Continued development and improvement of coursework within our proprietary learning management system. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount: \$7,500.00 | Amount: \$8,250.00 | Amount: \$1,675,000.00 |
| Source: Restricted - CRBG | Source: Restricted - CRBG | Source: Unrestricted - LCFF |
| Budget Reference: 5800 – Professional /Consulting Fees | Budget Reference: 5800 – Professional /Consulting Fees | Budget Reference: 1100 – Teacher Salaries / 4100 – Core Curriculum Component / 5800 – Professional /Consulting |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2018-19

New Modified Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2019-20

New Modified Unchanged

Increase PD opportunities for teaching staff through conferences, workshops, webinars, in pursuance of AdvanceED Accreditation for certification of online institutions.

BUDGETED EXPENDITURES

2017-18

Amount \$52,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2018-19

Amount \$57,750.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional Development

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide college and career counseling services for students and families.

2018-19

New Modified Unchanged

Provide college and career counseling services for students and families.

2019-20

New Modified Unchanged

Increase opportunities for extended mobile and STEM learning, through outreach events, establishment of a mobile STEM lab, unique tile course offerings, and various outreach events.

BUDGETED EXPENDITURES

2017-18

Amount \$47,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2018-19

Amount \$52,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2019-20

Amount \$125,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$3,853,155

Percentage to Increase or Improve Services:

10.51%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on an schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2019-20, Method is planning to develop a Data Analyst and Academic Improvement Manager position to provide further targeted instruction. The goal of these positions is to determine our greatest opportunities for growth and to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2019-20, we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in

achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

