AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday, March 7, 2023, 6:00 PM

38750 Sky Canyon Dr, Ste. B, Murrieta, California

https://methodschools.zoom.us/j/9807801621?pwd=MVI3bjQ5YmJzN08wQHhLTUVTdndGUT09

Meeting ID: 980 780 1621

Passcode: 24620

Instructions for Presentations to the Board by Parents and Citizens

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

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

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

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

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

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

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

AGENDA

Method Schools Regular Meeting of the Board of Directors

1.0 Call to Order:

During 3/7/2023 Meeting: Jessica Spallino: We would like to request to add "Dehesa SPED MOU" action item to the agenda, after action number 8.0. It will become action item number 9.0, and everything after that will be moved down.

Motion: Shannon Clark
Second: Steven Dorsey
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews
Noes: 0
Action: Passed

2.0 Roll Call
Present:
Absent:
Method Staff:

3.0 Public Communication on Non-Agenda Items

-

4.0 Reports

- **CEO:**
  - **End of Semester OKR Update**
- **CBO:**
- **Senior Director of Schools:**

5.0 Action: 2023-24 Academic Calendar
Discussion:

6.0 Action: Second Interim Reports
Discussion:

7.0 Action: 2022-23 Auditor Contract Award
Discussion:

8.0 Action: Updates to 3010 Fiscal Policy
Discussion:

9.0 Action: Dehesa SPED MOU
Discussion:

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

- **Approval of December 13, 2022 Meeting Minutes**
- **December 2022 - February 2023 Check Register**

AGENDA

Method Schools Regular Meeting of the Board of Directors

11.0 Information/ Discussion Items:

- **Public LCAP Hearing**

12.0 Upcoming Agenda Items

- **June 2023 Meeting Action Item: LCAP**
- **June 2023 Meeting CBO Report: Marketing Update**
- **June 2023 Meeting Action Item: Founder Contracts and Founder Evaluations**
- **June 2023 Meeting: 23-24 Adopted Budgets**

13.0 Board Member Reports:

14.0 Action: Motion to Adjourn the Meeting

22/23 OKRS

& SEMESTER REPORTS

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QUICK UPDATES

Current Enrollment: 612
Summer school enrollment opening Feb. 6th- Opt out available

iReady & IXL: Diagnostic #2: 12/9-1/9
Diagnostic #3 Window Feb. 27-March 10

CAASPP Testing
Testing Windowis April 3-May 8
Updates will be shared routinely at All Staff and Breakout Meetings

Events
Service to Earn It and
Grad Night
Staff/Student Day
High School Prom

Curriculum
Beta *testing of ELA 6B and ELA* 8B with student / parent / teacher feedback
Focus groups to *be scheduled by school* directors for teachers and Curriculum Team Spring '23

Objectives:

Academic Growth

Student Engagement

Customer Experience

KEY RESULTS:

ACADEMIC GROWTH

55% Students Perform at Grade Level (Early on to Above)

- 32.5% K-8
- HS - ELA-39% on grade level 17% above grade level for ELA
- HS- Math-0% on grade level 6% above grade level for Math

96% iReady Diagnostic Participation Rate

- 94% ELA
- 92% Math

iReady Lesson Completion to Lesson Pass

- Reading 81.7% Completed lessons 3477 passed 2841
- Math 88% Completed lessons 2635 passed 2342

29.5% iReady Benchmarks Proficient -

- average for Reading and Math for K8

96 % Goal- IXL Participation Rate

- 87% ELA
- 83% Math

iXL Growth

- ELA 52%
- Math 72%
- Of 4,237 Skills Practiced, 64% of iXL Skills Reached Proficiency
- The focused skills practice areas showed the most growth on the diagnostic.

- Grammar 63%
- Geometry 65%

KEY RESULTS:

STUDENT ENGAGEMENT

Instructional Fund Implementation
- 88 Unique Instructional Requests
- Still looking for opportunities to add

Curriculum Refinements
- Built-in differentiation and choice for all courses
- Common aesthetic, template, and format for all courses

CBL & Deeper Learning Enhancements
- Shift from multiple choice to open response
- Iterative learning process / More student-teacher interaction required
- Ongoing CAASPP practice

Enhanced Teacher Support
- Instructional Coaching
- Developmental Coaching

Refined Teacher Training
- CBL
- Data

KEY RESULTS:

CUSTOMER EXPERIENCE

Enhanced Enrollment Information

- Improved knowledge base with up-to-date information for students and families.
- Created Niche profile to provide enrollment to a further reach of leads on a new platform
- Increased the amount of phone meetings with increased booking availability
- Modifed enrollment workflow to include more follow up calls for increased human connection

Enhanced Parent Events & Trainings by County

- Parent Advisory Committee expanding reach
- Need more parents events/trainings

Enhanced Student Events & Field Trips by County

- Field Trips offered in Riverside, San Diego, San Bernardino, Orange, and LA Counties
- Primary focus: LA County & key cities for remainder of year
- Mobile SSMs
- ASB
- Sports: Basketball, Flag Football, Golf, DMSA

Enhanced Teach Squad and Pod Connections by County

- Mobile SSMs now serving San Diego, LA, San Bernardino, and Riverside counties
- Need to find ways to recruit attendance

Smartfox Enhancements- IF & PM

- Implemented IF
- Curriculum Team on multiple projects
- Looking to integrate PM into SF

ACADEMICS OBJECTIVES

DIAGNOSTIC GROWTH

- iReady ELA Growth 34.5%
- iReady Math Growth 17.25%
- iXL ELA Growth 52%
- iXL Math Growth 72%

INCREASE STUDENT ENGAGEMENT

- Student Attendance Average: 91.9%
- Refined Tiered Reengagement Procedures
- 415 Community Events Sign Ups
- Added opportunities for community involvement including Parent Advisory, ASB, Yearbook

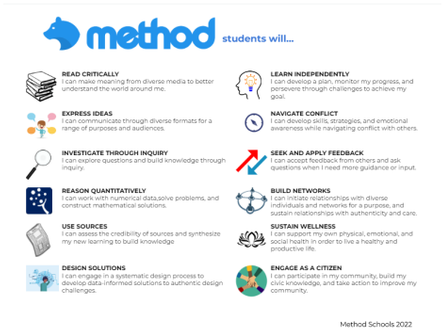
CURRICULUM IMPROVEMENTS

- Yearlong CAASPP Prep
- Choice and Differentiation
- Self-Paced progress
- Standards Mastery Focus
- Introduction of Competencies
- Development of Competency Mastering Initiative

Curriculum Objectives

Shift to Competency-Based Learning Model

- Incentive program ideas
- Get familiar with Profile of a Method Graduate



Career Technical Education

- Check out our Method Website for talking points about CTE

method CTE

Student Academic Growth

- Determine if there is a correlation with standards-mastery curriculum and CAASPP scores

caaspp
California Assessment of Student Performance and Progress

Marketing Objectives

Grow enrollment by addressing population vs. enrollment mismatch; list of 20 key focus cities

Grow enrollment by increasing word of mouth opportunities online and in person

Grow enrollment by Improving SEO and driving more relevant traffic to website with more videos and better page content for parents

2022-23 ADA* KR: 1,000 (combined charters)

*P-Annual Average Daily Attendance is the enrollment figure used. 2021-22 ADA: 550; as of 8/9/22, ADA from enrollment up ~55% compared to 8/8/21.

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Finance Objectives

MANAGE PER PUPIL EXPENDITURES

- ADA & Class size impact
- In house LMS/S

LCFF REVENUE GROWTH MANAGEMENT AND BUDGETING

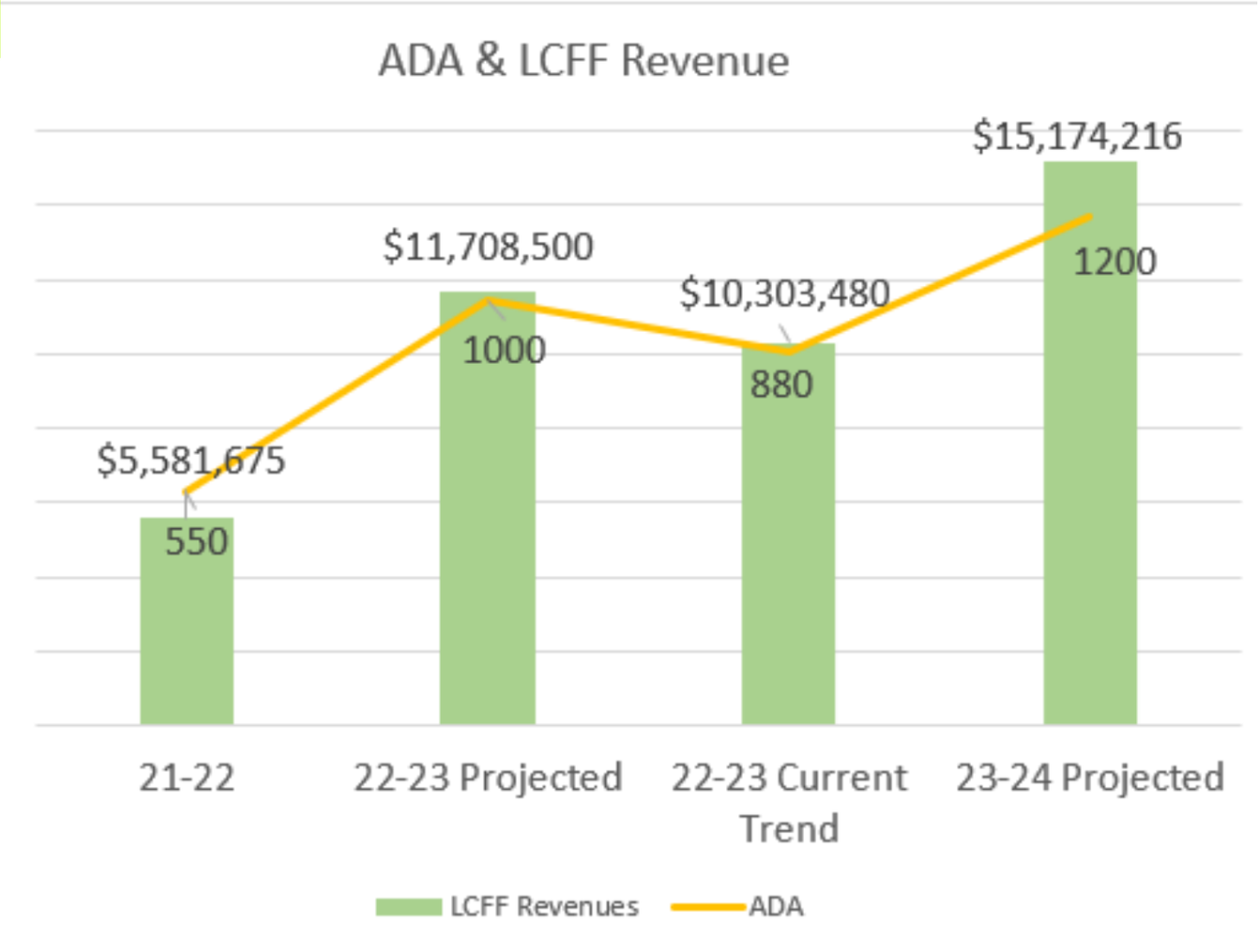
- Projected ADA 1000
- Summer ADA 380
- Today's ADA 550
- Updated YE ADA 880

MEET CONTINUED COMPLIANCE

- Clean 21-22 Audit
- Up to Date and accurate Attendance Data

ADA and LCFF

LCFF REVENUE GROWTH
MANAGEMENT AND BUDGETING



	LCFF Per ADA
21-22	$ 10,149
22-23 P	$ 11,709
22-23 CT	$ 11,709
23-24 P	$ 12,333

Impact on Expenditures

MANAGE PER PUPIL EXPENDITURES

	Summer	Fall	Year To Date 12/31
Salaries:			
Certificated Staff	$ 877,317	$ 1,704,572	$ 2,581,889
Instructional Aides	$ 21,675	$ 83,253	$ 104,928
Curriculum:			
In house	$ 43,626	$ 76,009	$ 119,635
SIS	$ 35,705	$ 94,511	$ 130,216

LOOKING AHEAD

GOVERNORS BUDGET

- 22-23 Stellar year for Education
- First look at 23-24

PROJECTED ADA & REVENUES

- Updated 22-23 ADA = 880
- 23-24 Projected ADA = 1200
  - SD Sports Academy
  - Summer '23

CASH FLOWS

- Cash reserves
- LCFF allotments

HR/COMPLIANCE OBJECTIVES

Enhance Employee Support System

- HR Newsletter
- Revised leave policy
- Resource request form

Training & Development for All Staff

- In process: revised PD calendar for remainder of year

Support Board of Directors

- Provide training opportunities: Brown Act, Conflict of Interest, CSDC/CCSA
- Monitor/report on assembly bills

22-23 SEMESTER 1: IREADY/IXL OVERVIEW

Percentage of students at or above grade level

Grades K-5:

	ELA	MATH
Diagnostics 1:	45%	29%
Diagnostics 2:	65%	46%

Grades 6-8:

	ELA	MATH
Diagnostics 1:	31%	24%
Diagnostics 2:	38%	30%

Grades 9-11:

	ELA	MATH
Diagnostics 1:	28%	4%
Diagnostics 2:	30%	5%

DIAGNOSTICS 2 ASSESSMENT RESULTS: ACADEMIC GROWTH

ELEMENTARY
IREADY

MIDDLE SCHOOL
IREADY

HIGHSCHOOL
IXL

*Students participated in both diagnostics 1 and 2

GROWTH EXAMPLE

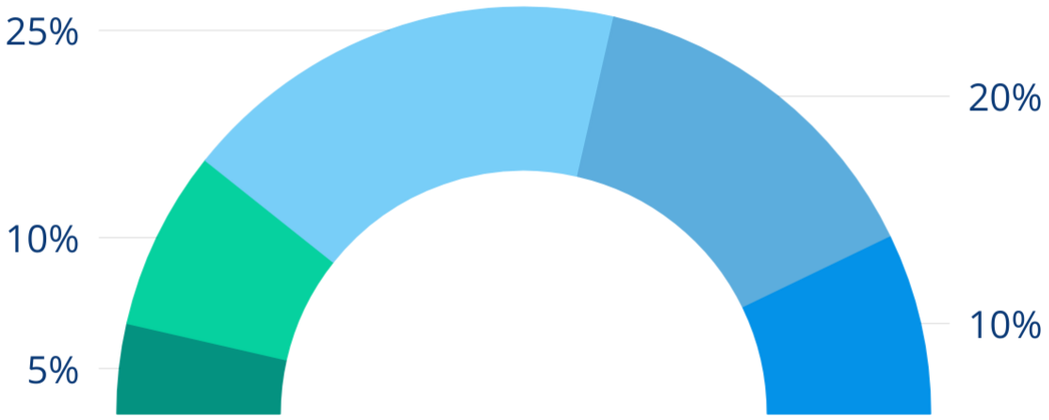
*Excludes students that scored mid or above grade level on both diagnostics 1 and 2

25% of students placed the same level in diagnostics 1 and 2 regardless of grade level placement*.

Growth Example

20% of students placed 1 grade level higher in diagnostics 2 regardless of grade level placement.

10% of students placed 1 grade level lower in diagnostics 2 regardless of grade level placement.



5% of students placed 2+ grade levels lower in diagnostics 2 regardless of grade level placement.

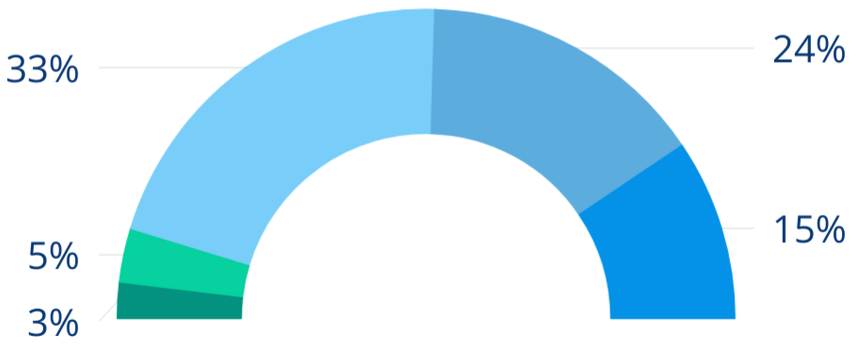
10% of students placed 2+ grade levels higher in diagnostics 2 regardless of grade level placement.

- 2+ Grade Level Loss
- 1 Grade Level Loss
- No Change
- 1 Grade Level Growth
- 2+ Grade Levels Growth

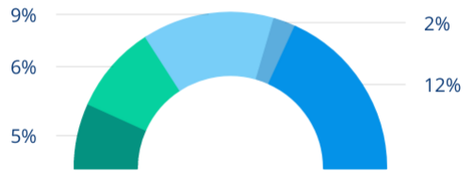
ELEMENTARY ELA

Overall ELA Growth

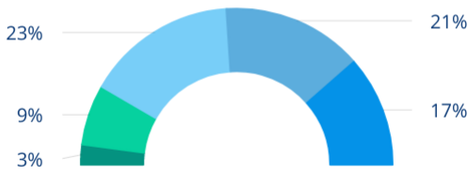
*Excludes students that scored mid or above grade level on both diagnostics 1 and 2



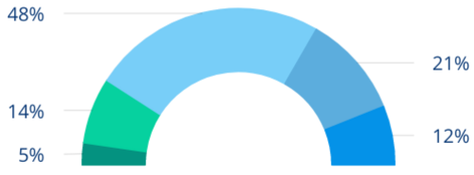
High-Frequency Words



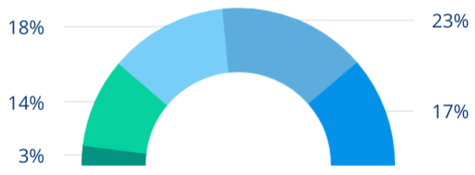
Reading: Overall



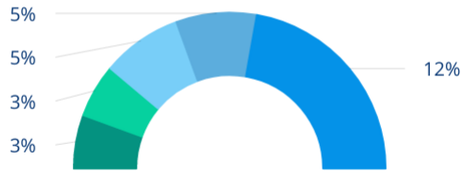
Reading: Info Text



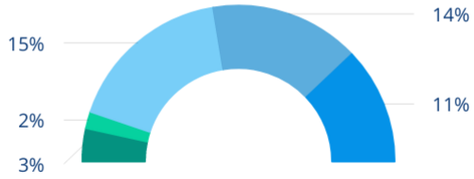
Reading: Literature



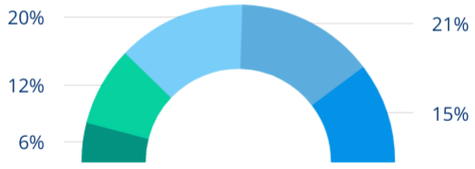
Phonological Awareness



Phonics



Vocabulary



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ELEMENTARY MATH

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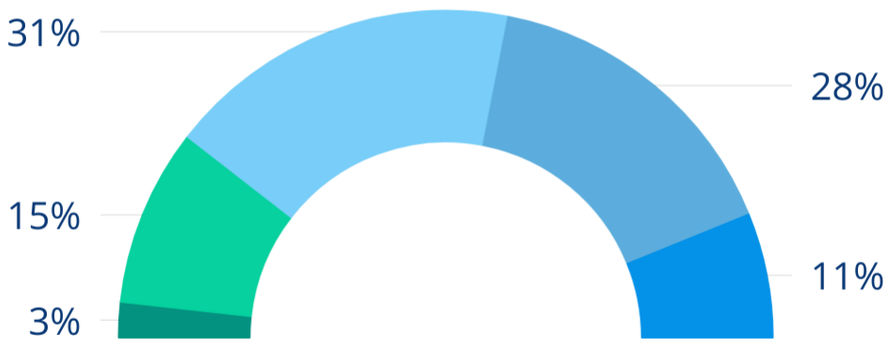
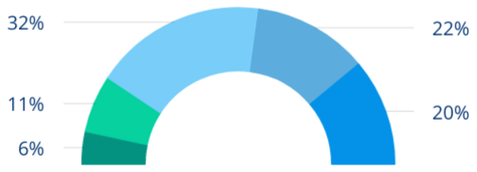
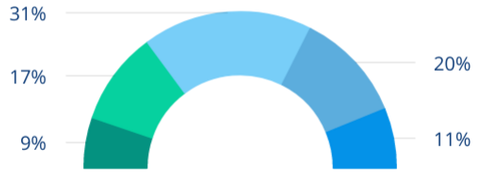
Overal Math Growth



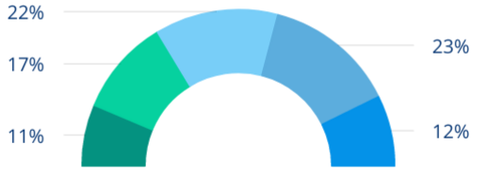
Measurement & Data



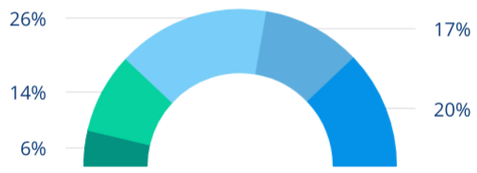
Number & Operations



Algebraic Thinking



Geometry



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MIDDLE SCHOOL ELA

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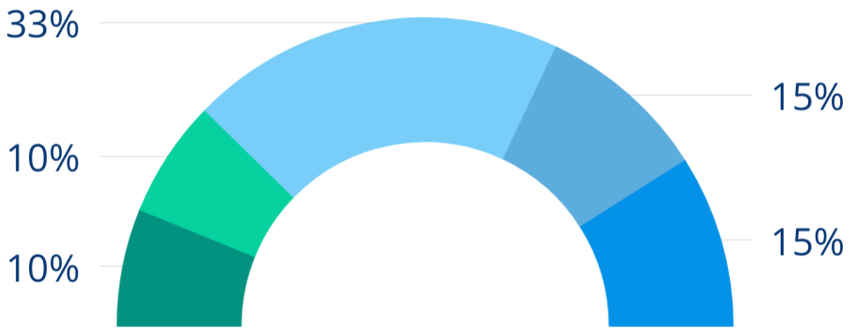
Overall ELA Growth



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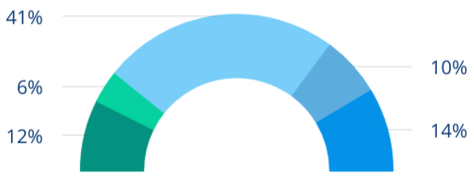

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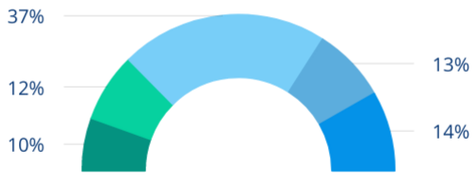

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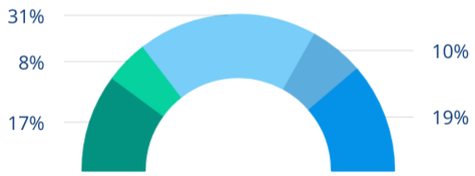
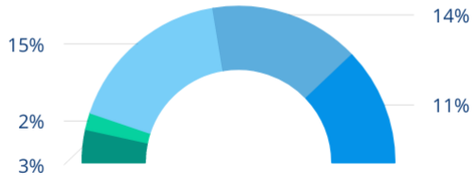
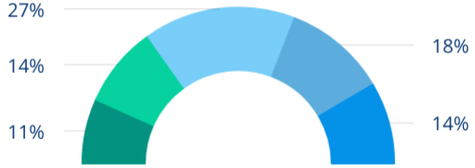


Phonological Awareness

Phonics



Vocabulary



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MIDDLE SCHOOL MATH

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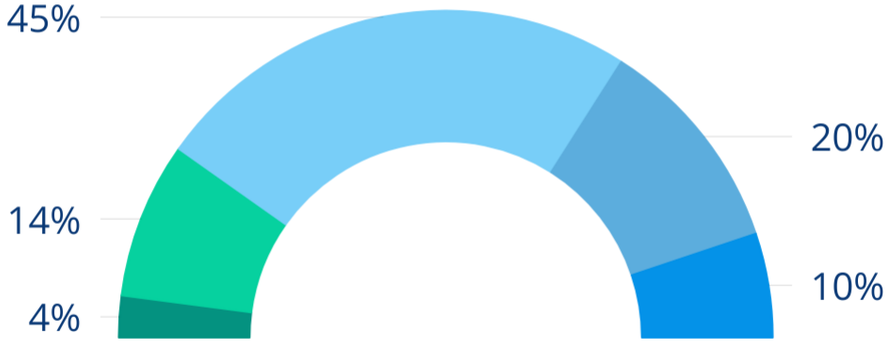

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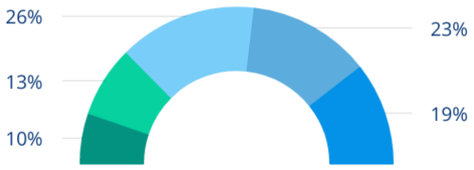

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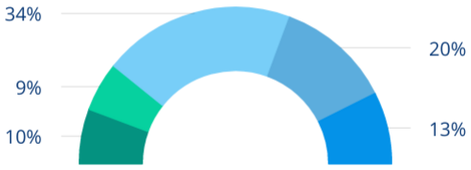

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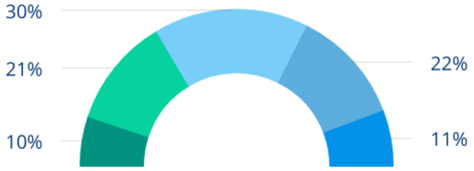

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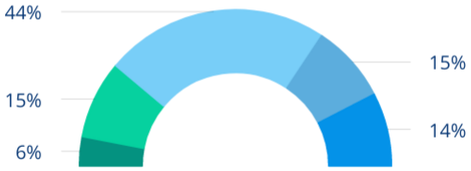

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HIGH SCHOOL ELA

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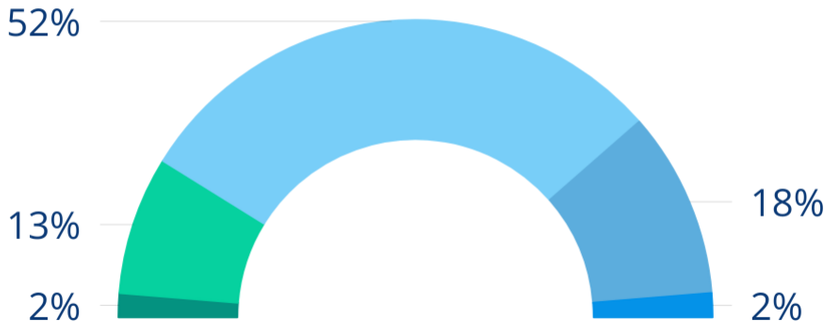
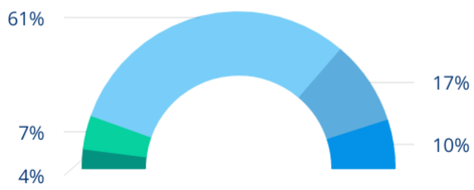


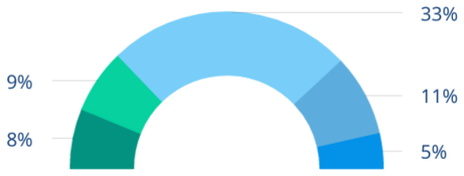
Reading

Reading Strategies

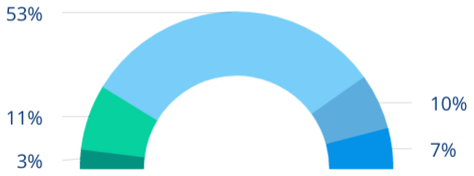
Grammar



Vocabulary



Writing Strategies

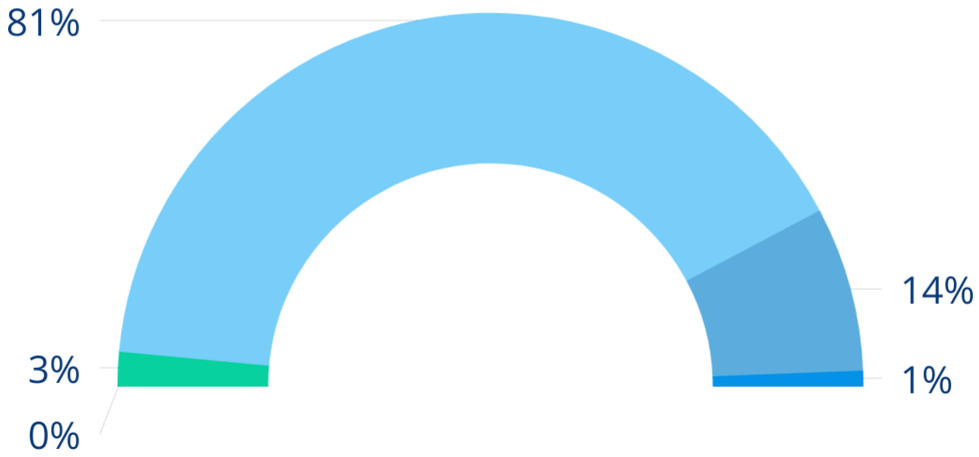


- 2+ Grade Level Loss
- 1 Grade Level Loss
- No Change
- 1 Grade Level Growth
- 2+ Grade Levels Growth

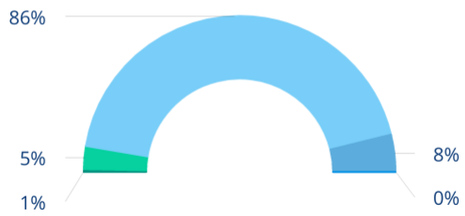
HIGH SCHOOL MATH

*Excludes students that scored mid or above grade level on both diagnostics 1 and 2

Overal Math Growth



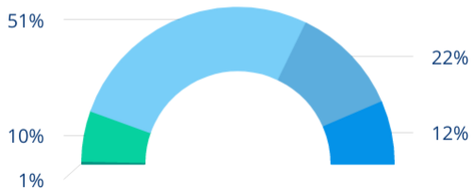
Data & Statistics



Fractions

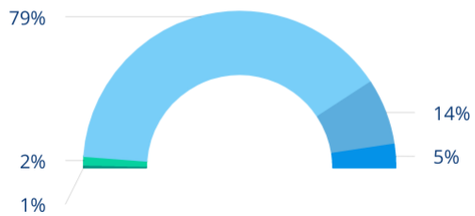
Measurement

Numbers & Operations



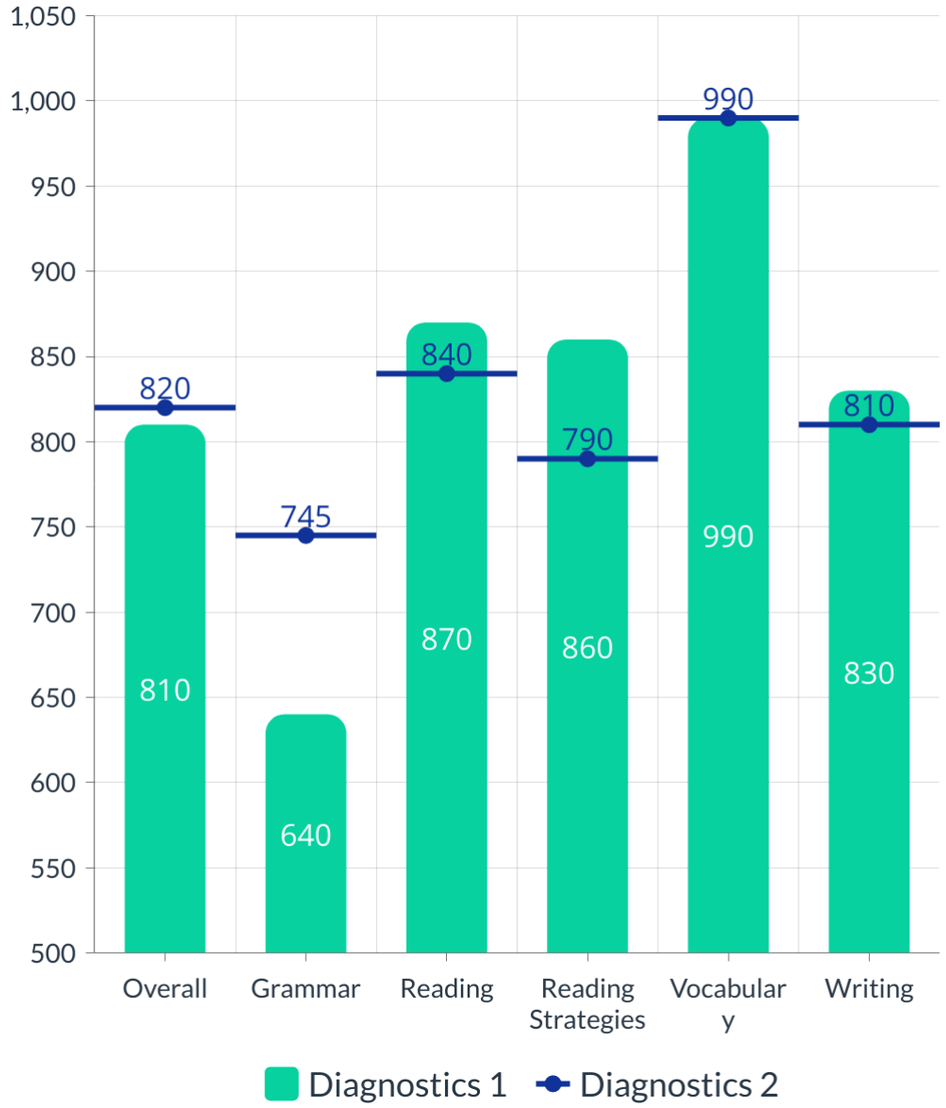
Algebraic Thinking

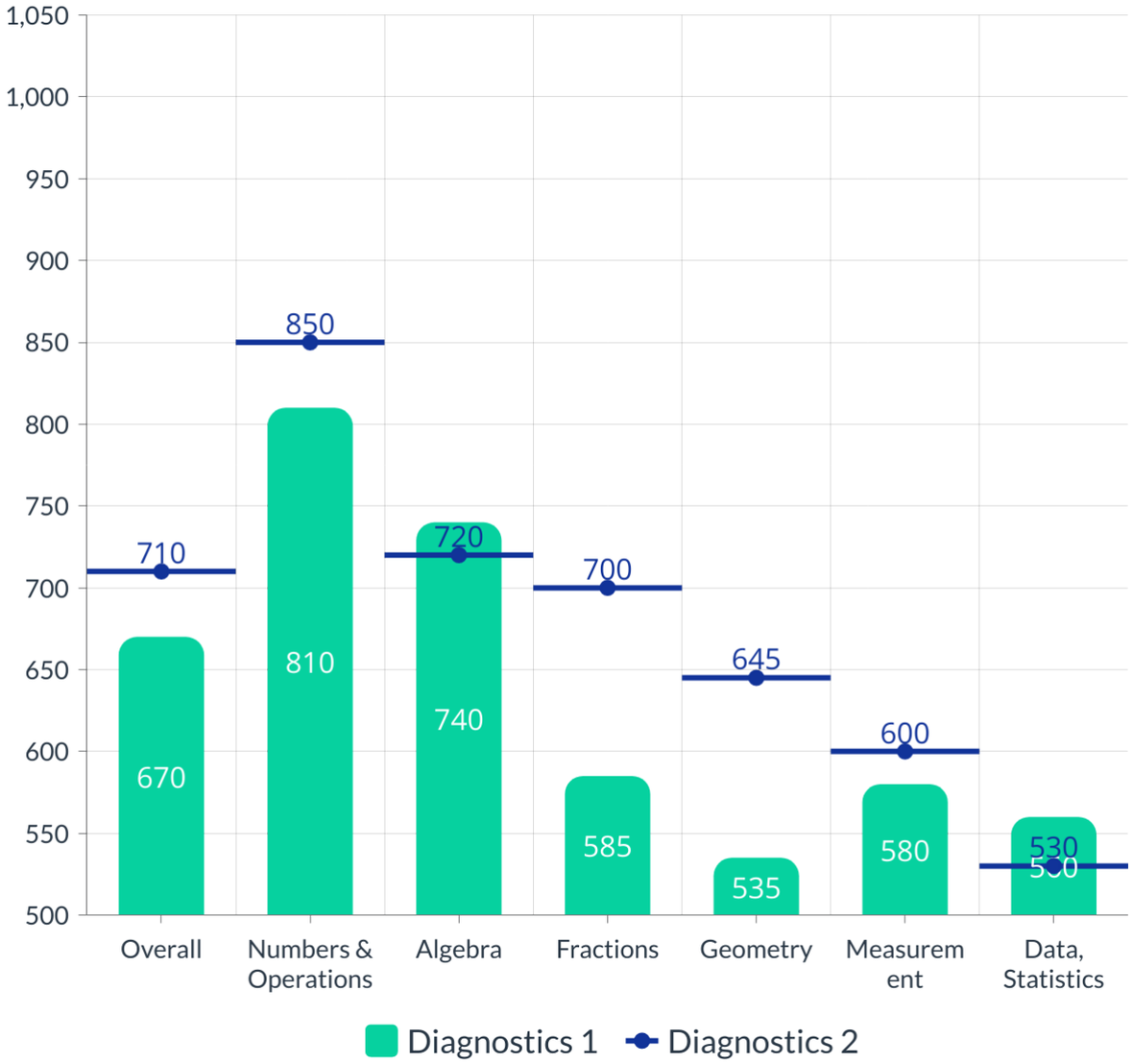
Geometry



- 2+ Grade Level Loss
- 1 Grade Level Loss
- No Change
- 1 Grade Level Growth
- 2+ Grade Levels Growth

HIGH SCHOOL MEDIAN SCORES





LOTS OF INFO...WHAT NEXT?

- Work with your Supervisor and team in further analyzing all shared data
- Collaboratively develop an action plan to address areas for growth
- Maintain the developed action plan as a guide for practice throughout the upcoming quarter
- As a team, continuously monitor progress on action items and review ongoing performance data
- Prepare for next assessment period by supporting students and teammates
- Share new findings to inform revised action plan

We will have OKR focused discussions at departmental breakout meetings

SURVEY RESULTS: SEM 1

STAFF EXPERIENCE

Positives:

- Leadership/Support
- Instructional Coaching
- Flexibility

Employee Resource Requests

- Formal request for resources
- Materials/resource inventory choices

Transparency in Evaluation & Coaching Process

- Clarity of process & expectations
- Refined performance management system

Communication

- Internal Staff Center
- Targeted meetings

Social opportunities for students

- Increased Mobile SSM events
- Additional events throughout targeted counties
- Continue to develop ASB

SURVEY RESULTS: SEM 1

STUDENT/ PARENT EXPERIENCE

93% of parents are satisfied or extremely satisfied with Method Schools

Improvement in satisfaction with rigor and workload

- Move toward CBL will mean more substantial assignments and less "busy work"

Satisfaction with extracurriculars varied

- Follow up surveys to dig deeper
- Coordinated plan to provide a variety of extracurriculars in more places

Opportunities for Collaboration

- Grade Level / Departmental focus groups with Curriculum Team

Parent Education and Communication

- Creating new ways for parent onboarding and supporting parents when student is struggling

Staff Recognitions

TANAYA BURNHAM
DATA

CHRISTINE EIKMEIER
HIGH SCHOOL

BECCA SANTOS
HR

LESLYE WALTON
CURRICULUM

method

2023-24 Academic Calendar

Month ↓ Date →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July	W	W	1	H	2	3	4	W	W	5	6	7	8	9	W	W	10	11	12	13	14	W	W	15	16	17	18	19	W	W	20
August	21	22	23	24	W	W	25	26	27	28	29	W	W	30	N	N	N	N	W	W	31	32	33	34	35	W	W	36	37	38	39
September	40	W	W	H	41	42	43	44	W	W	45	46	47	48	49	W	W	50	51	52	53	54	W	W	55	56	57	58	59	W	
October	W	60	61	62	63	64	W	W	65	66	67	N	N	W	W	68	69	70	71	72	W	W	73	74	75	76	77	W	W	78	79
November	80	81	82	W	W	83	84	85	86	H	W	W	N	N	N	N	N	W	W	N	N	N	H	N	W	W	87	88	89	90	
December	91	W	W	92	93	94	95	96	W	W	97	98	99	100	101	W	W	N	N	N	N	N	W	W	H	N	N	N	N	W	W
January	H	N	N	N	N	W	W	102	103	104	105	106	W	W	H	107	108	109	110	W	W	111	112	113	114	115	W	W	116	117	118
February	119	120	W	W	121	122	123	124	125	W	W	126	127	128	129	130	W	W	H	131	132	133	134	W	W	135	136	137	138		
March	139	W	W	140	141	142	143	144	W	W	145	146	147	148	149	W	W	N	N	N	N	N	W	W	150	151	152	153	154	W	W
April	155	156	157	158	159	W	W	160	161	162	163	164	W	W	165	166	167	168	169	W	W	170	171	172	173	174	W	W	175	176	
May	177	178	179	W	W	180	181	182	183	184	W	W	185	186	187	188	189	W	W	190	191	192	193	194	W	W	H	195	196	197	198
June	W	W	199	200	201	202	203	W	W	204	205	206	N	N	W	W	N	N	N	N	N	W	W	N	N	N	N	N	W	W	

KEY	
W	Weekend
N	Non School Day
H	Holiday
1	School Day

Key Dates

July 3: First Day of School Year
July 4: Independence Day
September 4: Labor Day
October 12-13: Fall break
November 10: Veteran's Day
November 13-25: Thanksgiving Break
December 18-January 5: Winter Break
January 15: MLK Day
February 19: President's Day
March 18-22: Spring Break
May 27: Memorial Day
June 12: Last day of school

30	Summer Instruction
206	Instruction
25	State Testing

Second Interim Budgets: Updates and Review

March 7, 2023 Board Of Directors Meeting

Budget Progression

Original Approved

- LCFF Revenues based on projected ADA: SD 607, LA 405
- Total Revenue: SD $7.4mil, LA $5.4mil
- Total Expense: SD $7.1mil, LA $4.7mil
- Est. Ending Fund Balances: SD $8.7mil, LA $16.1mil

1st Interim

- LCFF Revenues Based on P1 ADA: SD 417, LA 465
- Total Revenue: SD $6.3mil, LA $5.9mil
- Total Expense: SD $6.2mil, LA $5.6mil
- Est. Ending Fund Balances: SD $7.8mil, LA $15.5mil

2nd Interim

- LCFF Revenues based on P2 ADA: SD 417, LA 465
- Total Revenue: SD $6.1mil, LA $5.6mil
- Total Expense: SD $5.4mil, LA $5.4mil
- Est. Ending Fund Balances: SD $8.4mil, LA $15.5mil

Revenue Assumptions

~Adjusted to reflect the current enrollment and split

~MYP assume 5% growth in 23-24 and 5% in 24-25

~used most recent LCFF calculator

Expenditure Assumptions

~No significant changes to FTE

~Salary expenditures have been adjusted down to reflect actual expenditures

~MYP expense projections assume 5% increase in costs for 23-24 and 24-25

Fund Balances

~ 7/1/22 Fund Balance $23.0 million

~ Projected ending Fund Balance $24.9 million

Cash Flows

~No expected cash flow shortages

~Cash balances at 1/31 $26.1 million

2022-23 2nd Interim Financial Position:

Entity	7/1/2022 Fund Balance	Revenue Budget	Expense Budget	Net	6/30/2023 Fund Balance (Projected)
Method Schools	7,746,711	6,104,749	5,422,656	682,093	8,428,804
Method Schools LA	15,295,814	5,594,115	5,368,862	225,253	15,521,067
Combined	23,042,525	11,698,864	10,791,518	907,346	23,949,871

2022-23 2nd Interim Budget Report Narrative – Method Schools

1. Key Statistics

2021-22 P2 ADA:312
2022-23 P-1 ADA: 520
Est. 2022-23 P-2 ADA: 465

2. Revenue Assumptions

Enrollment and ADA estimates at 2nd interim are trending closely to the 1st Interim Report budget estimates. The 2nd Interim ADA aligns with the 1st Interim ADA and revenues have only been adjusted slightly based on the most recent version of the LCFF Calculator.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at $5,463,816.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($79,110), Prop-20 Lottery ($31,200), Mandate Block Grant ($11,660), Educator Effectiveness Grant ($57,206), and State Special Education Funding ($381,587). All revenue sources are based on the most recent projections from California School Services.

Federal Special Education Funding is expected to be $58,169. Method does not expect any additional Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. Additionally, no significant local revenues are expected to be received.

3. Expenditure Assumptions

Method will have approximately 40 Certificated teachers on staff during 2022-23, equating to approximately 20 FTE. The total budgeted for Certificated Salaries average is $75,000 per FTE. Method is able to balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method does not participate in CALSTRS or CALPERS.

No significant changes to FTE are projected for the current year. The previous year included a long-term plan to maintain FTE's, despite a downturn in enrollment, in anticipation of the aforementioned expected growth in 22-23. The result was maintaining experienced, valuable staff members over the long term. Fiscal year 21-22 reported P1 ADA was 314. Current P2 ADA is estimated to be 465, or approximate growth of 48% year over year.

FY22-23 salary expenditures include a 7.5% COLA. Medical benefits will incur a small increase in 22-23 (3.7%).

MYP expense projections assume a 5% increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

Response: No new Notices of Assignment, see number 7 below for debt obligations.

Obligations for Debt Repayment

Response: Method has $0.00 of debt.

Changes in Ending Fund Balances

Response: Method is projected to end the 2022-23 fiscal year with a positive fund balance of $8,428,804.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance.

Cash Flow Statement

Response: Method Schools revenue streams were effectively overpaid for FY21-22 due to initial ADA estimates/apportionment vs. decreased P2 apportionment. Thus, a deferred revenue account will be utilized rather than cash being received. Cash flow statement thus shows no LCFF cash inflows for a period of time, while deferred revenues are utilized.

Other Miscellaneous notes

- Method has no current expected cash shortages.

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

Charter School Certification

Charter School Name: Method Schools
CDS #: 37-68049-0129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1617

For information regarding this report, please contact:

For Approving Entity:	For Charter School:
	Stefanie Bryant
Name	Name
	CFP
Title	Title
	801.360.9819
Telephone	Telephone
	sbryant@methodschools.org
E-mail address	E-mail address

To the entity that approved the charter school:

x) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Stefanie Bryant Title: CFO

To the Dehesa Elementary School District

x) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed
Name: _____ Title: _____

To the Superintendent of Public Instruction:

_x_) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

Charter School Name: Method Schools
CDS #: 37-68049-0129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1617

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

x	**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	6,423,972	5,203,062	2,000,039	5,259,802		5,259,802	56,740
Education Protection Account - Current Year	8012	121,560	93,070	33,327	93,070		93,070	0
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	136,800	78,042	37,141	110,944		110,944	32,902
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		**6,682,332**	**5,374,174**	**2,070,507**	**5,463,816**		**5,463,816**	**89,642**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0	0	0		0	0	0
Special Education - Federal	8181, 8182	0	58,169	0		58,170	58,170	1
Child Nutrition - Federal	8220	0	0	0		0	0	0
Other Federal Revenues	8290	0	0	0	0	0	0	0
Total, Federal Revenues		**0**	**58,169**	**0**	**0**	**58,170**	**58,170**	**1**
3. Other State Revenues								
Special Education - State	StateRevSE	303,900	381,587	0		381,587	381,587	0
Child Nutrition Programs	8520	0	0	0		0	0	0
Mandated Costs Reimbursements	8550	25,392	11,660	11,660	11,660		11,660	0
Lottery - Unrestricted and Instructional Materials	8560	120,952	110,288	25,230	79,110	31,200	110,310	22
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	217,799	232,101	14,481	0	57,206	57,206	(174,895)
Total, Other State Revenues		**668,043**	**735,636**	**51,371**	**90,770**	**469,993**	**560,763**	**(174,873)**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0		0		0	0
All Other Local Revenues	LocalRevAO	125,000	140,600	(19,005)	22,000	0	22,000	(118,600)
Total, Local Revenues		**125,000**	**140,600**	**(19,005)**	**22,000**	**0**	**22,000**	**(118,600)**
5. TOTAL REVENUES		**7,475,375**	**6,308,579**	**2,102,873**	**5,576,586**	**528,163**	**6,104,749**	**(203,830)**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	2,884,394	2,499,808	1,356,834	1,803,410	285,449	2,088,859	410,949
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	240,308	208,267	159,773	263,362	0	263,362	(55,095)
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		**3,124,702**	**2,708,075**	**1,516,607**	**2,066,772**	**285,449**	**2,352,221**	**355,854**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	156,839	135,927	65,456	125,876	0	125,876	10,051
Non-certificated Support Salaries	2200	0	0	38,494	74,027	0	74,027	(74,027)
Non-certificated Supervisors' and Administrators' Sal.	2300	229,568	198,959	115,812	222,716	0	222,716	(23,757)

Clerical and Office Salaries	2400	700,360	606,978	348,847	670,860	0	670,860	(63,882)
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		**1,086,767**	**941,864**	**568,609**	**1,093,479**	**0**	**1,093,479**	**(151,615)**

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	0	0	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	314,749	272,783	148,412	258,586	13,639	272,225	558
Health and Welfare Benefits	3401-3402	491,538	449,400	218,654	363,215	22,470	385,685	63,715
Unemployment Insurance	3501-3502	24,369	21,120	14,532	23,219	1,056	24,275	(3,155)
Workers' Compensation Insurance	3601-3602	60,614	52,532	27,487	42,681	2,627	45,308	7,224
Retiree Benefits	3701-3702	0	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	150,045	130,039	53,760	82,114	6,502	88,616	41,423
Total, Employee Benefits		**1,041,315**	**925,874**	**462,845**	**769,815**	**46,294**	**816,109**	**109,765**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	285,869	247,753	63,044	98,968	4,950	103,918	143,835
Books and Other Reference Materials	4200	246,091	213,279	58,929	125,000	0	125,000	88,279
Materials and Supplies	4300	103,589	89,776	17,754	0	29,264	29,264	60,512
Noncapitalized Equipment	4400	128,400	134,680	45,848	75,573	0	75,573	59,107
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		**763,949**	**685,488**	**185,574**	**299,541**	**34,214**	**333,755**	**351,733**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	87,537	83,665	43,743	18,201	57,206	75,407	8,258
Dues and Memberships	5300	8,400	7,280	4,788	7,892	0	7,892	(612)
Insurance	5400	45,600	39,520	24,416	40,245	0	40,245	(725)
Operations and Housekeeping Services	5500	16,950	14,690	4,670	7,566	0	7,566	7,124
Rentals, Leases, Repairs, and Noncap. Improvements	5600	168,600	146,120	117,409	131,645	0	131,645	14,475
Professional/Consulting Services and Operating Expend.	5800	612,218	540,989	238,487	341,076	105,000	446,076	94,913
Communications	5900	78,900	68,380	41,411	68,261	0	68,261	119
Total, Services and Other Operating Expenditures		**1,018,205**	**900,644**	**474,924**	**614,886**	**162,206**	**777,092**	**123,552**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	50,000	50,000	0	50,000	0	50,000	0
Total, Capital Outlay		**50,000**	**50,000**	**0**	**50,000**	**0**	**50,000**	**0**
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		**0**	**0**	**0**	**0**	**0**	**0**	**0**

8. TOTAL EXPENDITURES		7,084,938	6,211,945	3,208,559	4,894,493	528,163	5,422,656	789,289
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		390,437	96,634	(1,105,686)	682,093	0	682,093	(585,459)
Description	**Object Code**	**Original Budget**	**Board Approved Operating Budget (B)**	**Actuals to Date**	**First Interim Budget Unrestricted**	**First Interim Budget Restricted**	**First Interim Budget Total (D)**	**Difference (Col B & D)**
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		390,437	96,634	(1,105,686)	682,093	0	682,093	(585,459)
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	8,283,138	8,283,138		8,283,138		8,283,138	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		(536,427)		(536,427)	(536,427)
c. Adjusted Beginning Balance		8,283,138	8,283,138		7,746,711	0	7,746,711	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**8,673,575**	**8,379,772**		**8,428,804**	**0**	**8,428,804**	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0	0	0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	0	0		0		0	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0		0	0	0	
Undesignated / Unappropriated Amount	**9790**	**8,673,575**	**8,379,772**		**8,428,804**	**0**	**8,428,804**	

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Method Schools
CDS #: 37-68049-0129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1617
Fiscal Year: 2022-23

		2022-23 (populated from Alternative Form Tab)				
Description	**Object Code**	**First Interim Budget Unrestricted**	**First Interim Budget Restricted**	**First Interim Budget Total**	**Totals for 2023-24**	**Totals for 2024-25**
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	5,259,802		5,259,802	5,832,051	6,399,333
Education Protection Account - Current Year	8012	93,070		93,070	97,726	102,610
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	110,944		110,944	116,494	122,316
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		**5,463,816**		**5,463,816**	**6,046,271**	**6,624,259**
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		58,170	58,170	61,079	64,132
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		**0**	**58,170**	**58,170**	**61,079**	**64,132**
3. Other State Revenues						
Special Education - State	StateRevSE		381,587	381,587	400,666	420,700
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	11,660		11,660	12,243	12,855
Lottery - Unrestricted and Instructional Materials	8560	79,110	31,200	110,310	115,826	121,617
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	57,206	57,206	0	0
Total, Other State Revenues		**90,770**	**469,993**	**560,763**	**528,735**	**555,172**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	22,000	0	22,000	150,000	150,000
Total, Local Revenues		**22,000**	**0**	**22,000**	**150,000**	**150,000**
5. TOTAL REVENUES		**5,576,586**	**528,163**	**6,104,749**	**6,786,084**	**7,393,563**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,803,410	285,449	2,088,859	2,193,302	2,302,967
Certificated Pupil Support Salaries	1200	0	0	0	0	0

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2023-24	Totals for 2024-25
Certificated Supervisors' and Administrators' Salaries	1300	263,362	0	263,362	276,530	290,357
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**2,066,772**	**285,449**	**2,352,221**	**2,469,832**	**2,593,324**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	125,876	0	125,876	132,170	138,778
Non-certificated Support Salaries	2200	74,027	0	74,027	77,728	81,615
Non-certificated Supervisors' and Administrators' Sal.	2300	222,716	0	222,716	233,852	245,544
Clerical and Office Salaries	2400	670,860	0	670,860	704,403	739,623
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**1,093,479**	**0**	**1,093,479**	**1,148,153**	**1,205,561**
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	258,586	13,639	272,225	285,836	300,128
Health and Welfare Benefits	3401-3402	363,215	22,470	385,685	404,969	425,218
Unemployment Insurance	3501-3502	23,219	1,056	24,275	25,489	26,763
Workers' Compensation Insurance	3601-3602	42,681	2,627	45,308	47,573	49,952
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	82,114	6,502	88,616	93,047	97,699
Total, Employee Benefits		**769,815**	**46,294**	**816,109**	**856,914**	**899,760**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	98,968	4,950	103,918	109,114	114,570
Books and Other Reference Materials	4200	125,000	0	125,000	131,250	137,813
Materials and Supplies	4300	0	29,264	29,264	30,727	32,264
Noncapitalized Equipment	4400	75,573	0	75,573	79,352	83,319
Food	4700	0	0	0	0	0
Total, Books and Supplies		**299,541**	**34,214**	**333,755**	**350,443**	**367,965**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	18,201	57,206	75,407	79,177	83,136
Dues and Memberships	5300	7,892	0	7,892	8,287	8,701
Insurance	5400	40,245	0	40,245	42,257	44,370
Operations and Housekeeping Services	5500	7,566	0	7,566	7,944	8,342
Rentals, Leases, Repairs, and Noncap. Improvements	5600	131,645	0	131,645	138,227	145,139
Professional/Consulting Services and Operating Expend.	5800	341,076	105,000	446,076	468,380	491,799
Communications	5900	68,261	0	68,261	71,674	75,258
Total, Services and Other Operating Expenditures		**614,886**	**162,206**	**777,092**	**815,947**	**856,744**
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major		0	0	0	0	0
Expansion of School Libraries	6300	0	0	0	0	0

Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	50,000	0	50,000	50,000	50,000
Total, Capital Outlay		**50,000**	**0**	**50,000**	**50,000**	**50,000**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**0**	**0**	**0**	**0**	**0**
8. TOTAL EXPENDITURES		**4,894,493**	**528,163**	**5,422,656**	**5,691,289**	**5,973,353**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		**682,093**	**0**	**682,093**	**1,094,796**	**1,420,210**

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2023-24	Totals for 2024-25
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		**682,093**	**0**	**682,093**	**1,094,796**	**1,420,210**
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	8,283,138		8,283,138	8,428,804	9,523,600
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(536,427)		(536,427)	0	0
c. Adjusted Beginning Balance		7,746,711	0	7,746,711	8,428,804	9,523,600
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**8,428,804**	**0**	**8,428,804**	**9,523,600**	**10,943,809**
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	0		0	0	0
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	8,428,804	0	8,428,804	9,523,600	10,943,809

Method Schools - Cash Flow Statement 1/31/2023

Actuals required through the month of : October	Object	2021-22 First Interim	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
A. BEGINNING CASH			10,921,046	10,711,385	11,134,333	11,565,412	11,956,189	12,305,281	12,705,473	13,059,588	13,799,807	14,786,162	15,526,380	16,266,599			
B. RECEIPTS																	
LCFF/Revenue Limit Sources																	
Principal Apportionment	8010-8019	5,352,872	181,822	181,822	343,943	327,279	327,279	343,942	327,279	663,901	663,901	663,901	663,901	663,901			5,352,872
In Lieu Property Taxes	8099	110,944						37,141							73,803		110,944
Miscellaneous Funds	8080-8098																0
Federal Revenue	8100-8299	58,170													58,170		58,170
Other State Revenue	8300-8599	560,763		14,302			11,660	179	25,230	76,317	103,889	76,317	76,317	92,430	84,122		560,763
Other Local Revenue	8600-8799	22,000	19,077	16,456	(110,143)	24,915	10,153	18,930	1,607						41,005		22,000
Interfund Transfers In	8910-8929																0
All Other Financing Sources	8930-8979																0
TOTAL RECEIPTS		**6,104,749**	**200,899**	**212,580**	**233,800**	**352,194**	**349,092**	**400,192**	**354,116**	**740,219**	**767,790**	**740,218**	**740,218**	**756,331**	**257,100**	**0**	**6,104,749**
C. DISBURSEMENTS																	
Certificated Salaries	1000-1999	2,352,221	296,499	326,363	184,562	170,271	182,718	214,408	174,025	160,675	160,675	160,675	160,675	160,675			2,352,221
Classified Salaries	2000-2999	1,093,479	53,298	70,636	71,731	56,640	100,493	98,766	117,045	104,974	104,974	104,974	104,974	104,974			1,093,479
Employee Benefits	3000-3999	816,109	97,617	93,316	35,548	61,228	35,752	59,407	75,993	71,449	71,449	71,449	71,449	71,449			816,109
Books and Supplies	4000-4999	333,755	20,354	49,001	26,165	19,831	23,596	25,093	21,628	29,618	29,618	29,618	29,618	29,618			333,755
Services	5000-5999	777,092	98,709	62,013	61,047	79,097	111,225	42,857	16,294	61,170	61,170	61,170	61,170	61,170			777,092
Capital Outlay	6000-6599	50,000												50,000			50,000
Other Outgo	7000-7499																0
Interfund Transfers Out	7600-7629																0
All Other Financing Uses	7630-7699																0
TOTAL DISBURSEMENTS		**5,422,656**	**566,478**	**601,330**	**379,053**	**387,067**	**453,783**	**440,530**	**404,985**	**427,886**	**427,886**	**427,886**	**427,886**	**477,886**	**0**	**0**	**5,422,656**
D. BALANCE SHEET ITEMS		**Beginning Balances**															
Assets and Deferred Outflows																	
Cash Not In Treasury	9111-9199																0
Accounts Receivable	9200-9299	669,140	4,346	210,368	197,279	38,582					218,565						669,140
Due From Other Funds	9310																0
Stores	9320																0
Prepaid Expenditures	9330	44,126	(44,126)														(44,126)
Other Current Assets	9340																0
Deferred Outflows of Resources	9490																0
SUBTOTAL		**713,266**	**(39,780)**	**210,368**	**197,279**	**38,582**	**0**	**0**	**0**	**0**	**218,565**	**0**	**0**	**0**	**0**	**0**	**625,014**
Liabilities and Deferred Inflows																	
Accounts Payable	9500-9599	370,780	370,780														370,780
Due To Other Funds	9610		(566,478)	(601,330)	(379,053)	(387,067)	(453,783)	(440,530)	(404,985)	(427,886)	(427,886)	(427,886)	(427,886)	5,684,060			739,290
Current Loans	9640																0
Unearned Revenues	9650																0
Deferred Inflows of Resources	9690	346,646															0
SUBTOTAL		**717,426**	**(195,698)**	**(601,330)**	**(379,053)**	**(387,067)**	**(453,783)**	**(440,530)**	**(404,985)**	**(427,886)**	**(427,886)**	**(427,886)**	**(427,886)**	**5,684,060**	**0**	**0**	**1,110,070**
Nonoperating																	
Suspense Clearing	9910																0
TOTAL BALANCE SHEET ITEMS		(4,160)	155,918	811,699	576,331	425,650	453,783	440,530	404,985	427,886	646,451	427,886	427,886	(5,684,060)	0	0	(485,056)
E. NET INCREASE/DECREASE (B - C + D)			(209,661)	422,948	431,079	390,776	349,092	400,192	354,116	740,219	986,355	740,218	740,218	(5,405,615)	257,100	0	197,037
F. ENDING CASH (A + E)			10,711,385	11,134,333	11,565,412	11,956,189	12,305,281	12,705,473	13,059,588	13,799,807	14,786,162	15,526,380	16,266,599	10,860,984			
G. ENDING CASH, PLUS ACCRUALS																	**11,118,083**

LCFF Calculator Caveats

v.23.2c **11/21/2022**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

Average daily attendance used to calculate funding estimates are based on the language in the 2022-23 enacted state budget. These calculations have been reviewed with the CDE, but will not be referenced in the principal apportionment exhibits until the 2022-23 P1 attendance certification. As a result, LEA's will not be able to verify the results of their calculations against funding exhibits until March 2023. It is likely some Proxy ADA calculations may differ from final calculations. Adjustments to the calculator will be made at that time to ensure correlation with CDE final calculations.

NEW
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

NEW
2022-23

Average daily attendance used to calculate funding estimates are based on 2021-22 certified attendance. Per the CDE, funding per Section 123 of AB-181 will be funded as a separate categorical outside of the LCFF. As such the 2021-22 Proxy ADA calculation is not included in the calculations of LCFF funding.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:
Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v.23.2c **11/21/2022**

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

-Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.

- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration Grant.
- **2021-22 Attendance Recovery (Proxy ADA)** School districts must confirm compliance with the conditions established in section (a) of EC 42238.023 at the top of the attendance section to apply the 2021-22 Attendance recovery (Proxy ADA) calculations. Charter school's are funded outside of the LCFF, as such, the Proxy calculations are not incuded in the LCFF Calculation.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.

- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete **either** section (a) or (b).

- **Section (a)**: To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b)**: To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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MethodSchools (129221)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	50.00%	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	3.26%	0.00%	5.07%	13.26%	5.38%	4.02%	3.72%	3.47%
Statutory COLA	3.26%	2.31%	1.70%	6.56%	5.38%	4.02%	3.72%	3.47%
Augmentation/(COLA Suspension)	0.00%	-2.31%	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 2,813.00	$ 2,964.34	$ 3,083.51	$ 3,198.21	$ 3,309.19
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	16.08698870%	70.06785065%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	16.13801139%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
Local EPA Accrual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Local EPA Accrual - Prior Year								

https://www.cde.ca.gov/fg/aa/pa/epa.asp

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Is this a non-classroom based charter school? (select from drop down list): **No**

NOTE: 2021-22 proxy ADA adjustments do not apply to non-classroom based charters.

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list): **2021-22**

(a) TRANSFER OF IN-LIEU PROPERTY TAX		Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							*Source: Charter School LCFF Transition Calculation Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward - New line references*
I-4 F-6 / F-7	In-Lieu of Property Tax	122,352	128,838	78,042	110,944	116,494	122,316	128,431	134,852
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)									*Source: Charter School Unduplicated Pupil Percentage Exhibit*
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	114	100						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	100	153						
A-1, A-2, A-3	Enrollment	153	458	331	342	359	377	396	416
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	85	40						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	40	86						
B-1, B-2, B-3	Unduplicated Pupil Count	86	185	118	140	147	154	162	170
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	56.21%	40.39%	35.65%	40.94%	40.94%	40.94%	40.94%	40.94%
C-1	Unduplicated Pupil Percentage (%)	57.49%	43.74%	41.30%	39.17%	39.24%	40.94%	40.94%	40.94%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location									*Source: Charter School Unduplicated Pupil Percentage Exhibit*
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.									
D-3	Unduplicated Pupil Percentage (%)	54.61%	51.33%	47.11%	43.63%	43.63%	43.63%	43.63%	43.63%
	Unduplicated Pupil Percentage: Supplemental Grant	57.49%	43.74%	41.30%	39.17%	39.24%	40.94%	40.94%	40.94%
	Unduplicated Pupil Percentage: Concentration Grant	54.61%	43.74%	41.30%	39.17%	39.24%	40.94%	40.94%	40.94%
(d) AVERAGE DAILY ATTENDANCE (ADA)									*Source: Charter School LCFF Target Entitlement Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward*
ADA used for the Transitional Kindergarten Add-on ONLY:									
	TK								
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year									
B-1	Grades TK-3	4.91	4.91	31.61	22.12	23.23	24.39	25.61	26.89
B-2	Grades 4-6	23.57	23.57	55.16	36.30	38.12	40.02	42.02	44.12
B-3	Grades 7-8	51.20	51.20	76.53	71.80	75.39	79.16	83.12	87.27
B-4	Grades 9-12	508.89	508.89	169.97	335.13	351.89	369.48	387.95	407.35
	SUBTOTAL ADA	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	MethodSchools (129221)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
	RATIO: ADA to Enrollment	3.85	1.29	1.01	1.36	1.36	1.36	1.36	1.36
	(e) OTHER LCFF ADJUSTMENTS								
	Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. **Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.**								
H-2	Miscellaneous Adjustments	$ -	$ -	$ -					
J-5	Minimum State Aid Adjustments	$ -	$ -	$ -					

Source: Charter School LCFF Calculation Exhibit

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

	(a) GENERAL QUESTIONS								
	Is your district required to transfer in-lieu taxes to a charter school?	NO							
	Does your district have a necessary small school?	NO							
	(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION								
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES
	(c) PROPERTY TAXES								
C-1 A-6	**Estimated Property Taxes (excluding RDA)**	$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**	$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	(d) OTHER LCFF ADJUSTMENTS								
	If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.								
H-2	**Miscellaneous Adjustments**	$ -	$ -	$ -					
J-5	**Minimum State Aid Adjustments**	$ -	$ -	$ -					
	(e) UNDUPLICATED PUPIL PERCENTAGE								
A-1.2 / A-3.2	**District Enrollment (second prior year)**	-	-						
A-1.1 / A-3.1	**District Enrollment (first prior year)**	-	-						
A-1 / A-3	**District Enrollment**	-	-	-					
A-2.2 / A-4.2	**COE Enrollment (second prior year)**	-	-						
A-2.1 / A-4.1	**COE Enrollment (first prior year)**	-	-						
A-2 / A-4	**COE Enrollment**	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	**District Unduplicated Pupil Count (second prior year)**	-	-						
B-1.1 / B-3.1	**District Unduplicated Pupil Count (first prior year)**	-	-						
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-					
B-2.2 / B-4.2	**COE Unduplicated Pupil Count (second prior year)**	-	-						
B-2.1 / B-4.1	**COE Unduplicated Pupil Count (first prior year)**	-	-						
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Source: School District LCFF Transition Calculation Exhibit thru 2018-19 & New SD LCFF Calculation exhibit 2019-20 forward

Source: School District Unduplicated Pupil Percentage Exhibit

	(f) AVERAGE DAILY ATTENDANCE (ADA)								
	ADA used for the Transitional Kindergarten Add-on ONLY:								
	TK								
	ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.								
	Did your district comply with EC 42238.023 as required for the 2021-22 Attendance Recovery determination calculation (Proxy ADA)?			Select Option					
	Current Year ADA: (P-2, Annual for Special Day Class Extended Year)								
B-1, D-6	**Grades TK-3**	-	-	-					
B-2, D-7	**Grades 4-6**	-	-	-					

Source: School District ADA Exhibit

District ADA funded on greater of current or prior year

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	MethodSchools (129221)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
B-3, D-8	**Grades 7-8**	-	-	-					
B-4, D-9	**Grades 9-12**	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
E-1, D-17	**Grades TK-3**	-	-	-					
E-2, D-18	**Grades 4-6**	-	-	-					
E-3, D-19	**Grades 7-8**	-	-	-					
E-4, D-20	**Grades 9-12**	-	-	-					
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).								
	DISTRICT TOTAL	-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)								
E-6, E-11	**Grades TK-3**	-	-	-					
E-7, E-12	**Grades 4-6**	-	-	-					
E-8, E-13	**Grades 7-8**	-	-	-					
E-9, E-14	**Grades 9-12**	-	-	-					
	COUNTY TOTAL	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

District ADA funded on current year Annual

CDE operations funded on current year

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter up to three years of prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).

- **2022-23: Enter prior year (2021-22) ADA for net charter shift**
- **2023-24: Enter prior year (2022-23) and second prior year (2021-22) ADA for net charter shift**
- **2024-25: Enter prior year (2023-24), second prior year (2022-23), and third prior year (2021-22) ADA for net charter shift**
- **2025-26 and forward: Enter three prior years ADA for net charter shift**

	Third prior year									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)								
A-7	**Grades 4-6**									
A-8	**Grades 7-8**									
A-9	**Grades 9-12**									
			-	-	-	-	-	-	-	-
A-11	**Grades TK-3**	ADA transfer: Student from Charter to District (cross fiscal year)								
A-12	**Grades 4-6**									
A-13	**Grades 7-8**									
A-14	**Grades 9-12**									
			-	-	-	-	-	-	-	-
	Second prior year									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)								
A-7	**Grades 4-6**									
A-8	**Grades 7-8**									
A-9	**Grades 9-12**									
			-	-	-	-	-	-	-	-
A-11	**Grades TK-3**	ADA transfer: Student from Charter to District (cross fiscal year)								
A-12	**Grades 4-6**									
A-13	**Grades 7-8**									
A-14	**Grades 9-12**									
			-	-	-	-	-	-	-	-
	Prior year *(Charter Shift legislative language suspended in fiscal years 2020-21 and 2021-22)*									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)	-							
A-7	**Grades 4-6**		-							
A-8	**Grades 7-8**		-							
A-9	**Grades 9-12**		-							
			-	-	-	-	-	-	-	-

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	MethodSchools (129221)		PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
A-11	Grades TK-3		-							
A-12	Grades 4-6	ADA transfer: Student from Charter to District (cross fiscal year)	-							
A-13	Grades 7-8		-							
A-14	Grades 9-12		-							
			-	-	-	-	-	-	-	-
	Difference		-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.

Source: School District Necessary Small Schools Allowance Exhibit

1	**NSS #1**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
2	**NSS #2**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
3	**NSS #3**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
4	**NSS #4**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
5	**NSS #5**								**School Code:**	

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	MethodSchools (129221)		PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

	1. Clear the prepopulated number '1' from the box located to the right	1							
	2. Local calculation of total in-lieu property taxes								

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
2	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	**Charter Name**								
	Charter ADA by grade span								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	MethodSchools (129221)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	MethodSchools (129221)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
14	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
19	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	MethodSchools (129221)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Total ADA	-	-	-	-	-	-	-	-
20	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
24	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
25	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	MethodSchools (129221)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
27	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
29	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
30	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
34	**Charter Name**								
	Charter ADA by grade span								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

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		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	MethodSchools (129221)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
39	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
40	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	MethodSchools (129221)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
42	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

LCFF CALCULATOR

129221	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	MethodSchools
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Schools 2022-23 2nd Interim Report
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup,com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
MethodSchools (129221)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Total ADA	-	-	-	-	-	-	-	-
49	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
50	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

LOCAL CONTROL FUNDING FORMULA

USER NOTES

v.23.2c — PY3 — 2019-20

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.26%		0.00%	57.49%	54.61%	
Grades TK-3	4.91	$ 7,702	$ 801	$ 978	$ -	$ 46,550
Grades 4-6	23.57	7,818		899	-	205,457
Grades 7-8	51.20	8,050		926	-	459,550
Grades 9-12	508.89	9,329	243	1,101	-	5,431,174
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 5,381,682	$ 127,593	$ 633,456	$ -	$ 6,142,731
NSS Allowance		-				-
TOTAL BASE	588.57	$ 5,381,682	$ 127,593	$ 633,456	$ -	$ 6,142,731
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 6,142,731**
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						6,142,731
Local Revenue (including RDA)						(122,352)
Gross State Aid						$ 6,020,379
MINIMUM STATE AID CALCULATION			12-13 Rate	2019-20 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	588.57		$ -
2012-13 NSS Allowance (deficited)			$ -			-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(122,352)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						6,142,731
Minimum State Aid plus Property Taxes including RDA						122,352
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 6,020,379
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 6,142,731
Change Over Prior Year						
LCFF Entitlement Per ADA						$ 10,437
Per-ADA Change Over Prior Year						
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						2019-20
State Aid						$ 5,895,559
Education Protection Account						124,820
Property Taxes Net of In-Lieu Transfers						-
Charter In-Lieu Taxes						122,352
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						$ 6,142,731

v.23.2c — PY2 — 2020-21

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	0.00%		0.00%	43.74%	43.74%	
Grades TK-3	4.91	$ 7,702	$ 801	$ 744	$ -	$ 45,402
Grades 4-6	23.57	7,818		684	-	200,390
Grades 7-8	51.20	8,050		704	-	448,216
Grades 9-12	508.89	9,329	243	837	-	5,297,218
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 5,381,682	$ 127,593	$ 481,951	$ -	$ 5,991,226
NSS Allowance		-				-
TOTAL BASE	588.57	$ 5,381,682	$ 127,593	$ 481,951	$ -	$ 5,991,226
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 5,991,226**
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						5,991,226
Local Revenue (including RDA)						(128,838)
Gross State Aid						$ 5,862,388
MINIMUM STATE AID CALCULATION			12-13 Rate	2020-21 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	588.57		$ -
2012-13 NSS Allowance (deficited)			$ -			-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(128,838)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						5,991,226
Minimum State Aid plus Property Taxes including RDA						128,838
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 5,862,388
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 5,991,226
Change Over Prior Year				-2.47%	(151,505)	
LCFF Entitlement Per ADA						10,179
Per-ADA Change Over Prior Year				-2.47%	(258)	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2020-21
State Aid				-2.56%	(150,885)	$ 5,744,674
Education Protection Account						117,714
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				5.30%	6,486	128,838
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-2.35%	(144,399)	$ 5,991,226

v.23.2c — PY1 — 2021-22

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	5.07%		0.00%	41.30%	41.30%	
Grades TK-3	31.61	$ 8,093	$ 842	$ 738	$ -	$ 305,764
Grades 4-6	55.16	8,215		679	-	490,568
Grades 7-8	76.53	8,458		699	-	700,757
Grades 9-12	169.97	9,802	255	831	-	1,850,583
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,022,296	$ 69,957	$ 255,419	$ -	$ 3,347,672
NSS Allowance		-				-
TOTAL BASE	333.27	$ 3,022,296	$ 69,957	$ 255,419	$ -	$ 3,347,672
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 3,347,672**
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						3,347,672
Local Revenue (including RDA)						(78,042)
Gross State Aid						$ 3,269,630
MINIMUM STATE AID CALCULATION			12-13 Rate	2021-22 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	333.27		$ -
2012-13 NSS Allowance (deficited)			$ -			-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(78,042)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						3,347,672
Minimum State Aid plus Property Taxes including RDA						78,042
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 3,269,630
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 3,347,672
Change Over Prior Year				-44.12%	(2,643,554)	
LCFF Entitlement Per ADA						10,045
Per-ADA Change Over Prior Year				-1.32%	(134)	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2021-22
State Aid				-44.24%	(2,541,698)	$ 3,202,976
Education Protection Account						66,654
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				-39.43%	(50,796)	78,042
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-43.27%	(2,592,494)	$ 3,347,672

v.23.2c — CY — 2022-23

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	13.26%		0.00%	39.17%	39.17%	
Grades TK-3	22.12	$ 9,166	$ 953	$ 793	$ -	$ 241,367
Grades 4-6	36.30	9,304		729	-	364,193
Grades 7-8	71.80	9,580		750	-	741,730
Grades 9-12	335.13	11,102	289	892	-	4,116,526
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 4,948,944	$ 117,933	$ 396,939	$ -	$ 5,463,816
NSS Allowance		-				-
TOTAL BASE	465.35	$ 4,948,944	$ 117,933	$ 396,939	$ -	$ 5,463,816
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 5,463,816**
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						5,463,816
Local Revenue (including RDA)						(110,944)
Gross State Aid						$ 5,352,872
MINIMUM STATE AID CALCULATION			12-13 Rate	2022-23 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	465.35		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(110,944)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						5,463,816
Minimum State Aid plus Property Taxes including RDA						110,944
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 5,352,872
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 5,463,816
Change Over Prior Year				63.21%	2,116,144	
LCFF Entitlement Per ADA						11,741
Per-ADA Change Over Prior Year				16.88%	1,696	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2022-23
State Aid				64.22%	2,056,826	$ 5,259,802
Education Protection Account						93,070
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				42.16%	32,902	110,944
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				62.42%	2,089,728	$ 5,463,816

v.23.2c — CY1 — 2023-24

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	5.38%		0.00%	39.24%	39.24%	
Grades TK-3	23.23	$ 9,659	$ 1,005	$ 837	$ -	$ 267,166
Grades 4-6	38.12	9,805		769	-	403,100
Grades 7-8	75.39	10,095		792	-	820,790
Grades 9-12	351.89	11,699	304	942	-	4,555,215
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 5,475,969	$ 130,321	$ 439,981	$ -	$ 6,046,271
NSS Allowance		-				-
TOTAL BASE	488.63	$ 5,475,969	$ 130,321	$ 439,981	$ -	$ 6,046,271
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 6,046,271**
STATE AID CALCULATION						
Miscellaneous Adjustments						
Adjusted LCFF Entitlement						6,046,271
Local Revenue (including RDA)						(116,494)
Gross State Aid						$ 5,929,777
MINIMUM STATE AID CALCULATION			12-13 Rate	2023-24 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	488.63		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(116,494)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						6,046,271
Minimum State Aid plus Property Taxes including RDA						116,494
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 5,929,777
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 6,046,271
Change Over Prior Year				10.66%	582,455	
LCFF Entitlement Per ADA						12,374
Per-ADA Change Over Prior Year				5.39%	633	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2023-24
State Aid				10.88%	572,249	$ 5,832,051
Education Protection Account						97,726
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				5.00%	5,550	116,494
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				10.58%	577,799	$ 6,046,271

v.23.2c — CY2 — 2024-25

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	4.02%			40.94%	40.94%	
Grades TK-3	24.39	$ 10,047	$ 1,045	$ 908	$ -	$ 292,685
Grades 4-6	40.02	10,199		835	-	441,584
Grades 7-8	79.16	10,501		860	-	899,323
Grades 9-12	369.48	12,169	316	1,022	-	4,990,667
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 5,980,671	$ 142,244	$ 501,344	$ -	$ 6,624,259
NSS Allowance		-				-
TOTAL BASE	513.05	$ 5,980,671	$ 142,244	$ 501,344	$ -	$ 6,624,259
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 6,624,259**
STATE AID CALCULATION						
Miscellaneous Adjustments						
Adjusted LCFF Entitlement						6,624,259
Local Revenue (including RDA)						(122,316)
Gross State Aid						$ 6,501,943
MINIMUM STATE AID CALCULATION			12-13 Rate	2024-25 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	513.05		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(122,316)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						6,624,259
Minimum State Aid plus Property Taxes including RDA						122,316
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 6,501,943
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 6,624,259
Change Over Prior Year				9.56%	577,988	
LCFF Entitlement Per ADA						12,912
Per-ADA Change Over Prior Year				4.35%	538	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2024-25
State Aid				9.73%	567,282	$ 6,399,333
Education Protection Account						102,610
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				5.00%	5,822	122,316
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				9.48%	573,104	$ 6,624,259

v.23.2c — CY3 — 2025-26

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.72%			40.94%	40.94%	
Grades TK-3	25.61	$ 10,421	$ 1,084	$ 942	$ -	$ 318,768
Grades 4-6	42.02	10,578		866	-	480,883
Grades 7-8	83.12	10,892		892	-	979,472
Grades 9-12	387.95	12,622	328	1,060	-	5,435,314
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 6,513,418	$ 155,009	$ 546,010	$ -	$ 7,214,437
NSS Allowance		-				-
TOTAL BASE	538.70	$ 6,513,418	$ 155,009	$ 546,010	$ -	$ 7,214,437
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 7,214,437**
STATE AID CALCULATION						
Miscellaneous Adjustments						
Adjusted LCFF Entitlement						7,214,437
Local Revenue (including RDA)						(128,431)
Gross State Aid						$ 7,086,006
MINIMUM STATE AID CALCULATION			12-13 Rate	2025-26 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	538.70		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(128,431)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						7,214,437
Minimum State Aid plus Property Taxes including RDA						128,431
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 7,086,006
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 7,214,437
Change Over Prior Year				8.91%	590,178	
LCFF Entitlement Per ADA						13,392
Per-ADA Change Over Prior Year				3.72%	480	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2025-26
State Aid				9.05%	578,933	$ 6,978,266
Education Protection Account						107,740
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				5.00%	6,115	128,431
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				8.83%	585,048	$ 7,214,437

v.23.2c — CY4 — 2026-27

	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.47%		0.00%	40.94%	40.94%	
Grades TK-3	26.89	$ 10,783	$ 1,121	$ 975	$ -	$ 346,309
Grades 4-6	44.12	10,945		896	-	522,432
Grades 7-8	87.27	11,270		923	-	1,064,065
Grades 9-12	407.35	13,060	340	1,097	-	5,905,431
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 7,076,372	$ 168,643	$ 593,222	$ -	$ 7,838,237
NSS Allowance		-				-
TOTAL BASE	565.63	$ 7,076,372	$ 168,643	$ 593,222	$ -	$ 7,838,237
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 7,838,237**
STATE AID CALCULATION						
Miscellaneous Adjustments						
Adjusted LCFF Entitlement						7,838,237
Local Revenue (including RDA)						(134,852)
Gross State Aid						$ 7,703,385
MINIMUM STATE AID CALCULATION			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	565.63		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(134,852)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						7,838,237
Minimum State Aid plus Property Taxes including RDA						134,852
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 7,703,385
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 7,838,237
Change Over Prior Year				8.65%	623,800	
LCFF Entitlement Per ADA						13,858
Per-ADA Change Over Prior Year				3.48%	466	
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES					Increase	2026-27
State Aid				8.77%	611,993	$ 7,590,259
Education Protection Account						113,126
Property Taxes Net of In-Lieu Transfers				0.00%	-	-
Charter In-Lieu Taxes				5.00%	6,420	134,852
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				10.23%	618,413	$ 7,838,237

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

EDUCATION PROTECTION ACCOUNT

USER NOTES

	Certification Period:	P-2 2019-20	*Est. Annual* 2019-20	P2 2020-21	*Est. Annual* 2020-21	*P2* 2021-22	*Est. Annual* 2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT												
A-1	Total ADA for EPA Minimum	624.10	588.57	588.57	588.57	333.27	333.27	465.35	488.63	513.05	538.70	565.63
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 124,820	*$ 117,714*	$ 117,714	$ 117,714	$ 66,654	$ 66,654	$ 93,070	$ 97,726	$ 102,610	$ 107,740	$ 113,126
EPA PROPORTIONATE SHARE CAP												
B1,B4	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B2,B5	Current Year Funded ADA, excluding NSS		588.57		588.57	333.27	333.27	465.35	488.63	513.05	538.70	565.63
B-7	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)				-	-	-	-	-	-	-	-
B-8	Current Year Funded ADA, including NSS		588.57		588.57	333.27	333.27	465.35	488.63	513.05	538.70	565.63
	Adjusted Total Revenue Limit		*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
	Current Year Adjusted NSS Allowance		*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B-12	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$ -	$ -	$ -	$ -	$ -
B-13	Local Revenue/In-Lieu of Property Taxes	*$ 122,810*	$ 122,352	$ 127,973	$ 128,838	$ 78,042	$ 78,042	$ 110,944	$ 116,494	$ 122,316	$ 128,431	$ 134,852
B-14	EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	*$ -*	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	16.08698870%	*N/A*	70.06785065%	*N/A*	73.31789035%	*N/A*	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ -*	*$ -*	$ -	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	*$ 124,820*	*$ 117,714*	$ 117,714	$ 117,714	$ 66,654	$ 66,654	$ 93,070	$ 97,726	$ 102,610	$ 107,740	$ 113,126
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$ -	$ -	$ -	$ -	$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*124,820*	*117,714*	117,714	117,714	66,654	66,654	93,070	97,726	102,610	107,740	113,126
D-4	Prior Year Annual Adjustment	*$ -*	*-*	*$ -*	*-*	*$ (0)*	*(0)*	-				
D-5	P2 Entitlement Net of PY Adjustment	*$ 124,820*	*117,714*	*$ 117,714*	*117,714*	$ 66,654	*66,654*	93,070	97,726	102,610	107,740	113,126
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	16.13801139%	16.13801139%	82.74488538%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*$ 124,820*		*$ 117,714*		*$ 66,654*	*N/A*	*93,070*	*97,726*	*102,610*	*107,740*	*113,126*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

User Notes

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*13.26%*	*5.38%*	*4.02%*	*3.72%*	*3.47%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$ 5,381,682	$ 5,381,682	$ 3,022,296	$ 4,948,944	$ 5,475,969	$ 5,980,671	$ 6,513,418	$ 7,076,372
Grade Span Adjustment	127,593	127,593	69,957	117,933	130,321	142,244	155,009	168,643
Supplemental Grant	633,456	481,951	255,419	396,939	439,981	501,344	546,010	593,222
Concentration Grant	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-ons: Transitional Kindergarten				-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$ 6,142,731**	**$ 5,991,226**	**$ 3,347,672**	**$ 5,463,816**	**$ 6,046,271**	**$ 6,624,259**	**$ 7,214,437**	**$ 7,838,237**
Miscellaneous Adjustments	-	-	-					
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**6,142,731**	**5,991,226**	**3,347,672**	**5,463,816**	**6,046,271**	**6,624,259**	**7,214,437**	**7,838,237**
LCFF Entitlement Per ADA	**$ 10,437**	**$ 10,179**	**$ 10,045**	**$ 11,741**	**$ 12,374**	**$ 12,912**	**$ 13,392**	**$ 13,858**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ 5,895,559	$ 5,744,674	$ 3,202,976	$ 5,259,802	$ 5,832,051	$ 6,399,333	$ 6,978,266	$ 7,590,259
EPA (for LCFF Calculation purposes)	$ 124,820	$ 117,714	$ 66,654	$ 93,070	$ 97,726	$ 102,610	$ 107,740	$ 113,126
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	122,352	128,838	78,042	110,944	116,494	122,316	128,431	134,852
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**6,142,731**	**5,991,226**	**3,347,672**	**5,463,816**	**6,046,271**	**6,624,259**	**7,214,437**	**7,838,237**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**6,142,731**	**5,991,226**	**3,347,672**	**5,463,816**	**6,046,271**	**6,624,259**	**7,214,437**	**7,838,237**
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
EPA (for LCFF Calculation purposes)	$ 124,820	$ 117,714	$ 66,654	$ 93,070	$ 97,726	$ 102,610	$ 107,740	$ 113,126
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ 117,714	$ 117,714	$ 66,654	$ 93,070	$ 97,726	$ 102,610	$ 107,740	$ 113,126
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ (0.00)	$ -				
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ 5,509,275	$ 5,509,275	$ 3,092,253	$ 5,066,877	$ 5,606,290	$ 6,122,915	$ 6,668,427	$ 7,245,015
Supplemental and Concentration Grant funding in the LCAP year	$ 633,456	$ 481,951	$ 255,419	$ 396,939	$ 439,981	$ 501,344	$ 546,010	$ 593,222
Percentage to Increase or Improve Services	11.50%	8.75%	8.26%	7.83%	7.85%	8.19%	8.19%	8.19%
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	153	458	331	342	359	377	396	416
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**153**	**458**	**331**	**342**	**359**	**377**	**396**	**416**
Unduplicated Pupil Count	86	185	118	140	147	154	162	170
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**86**	**185**	**118**	**140**	**147**	**154**	**162**	**170**
Rolling %, Supplemental Grant	57.4900%	43.7400%	41.3000%	39.1700%	39.2400%	40.9400%	40.9400%	40.9400%
Rolling %, Concentration Grant	54.6100%	43.7400%	41.3000%	39.1700%	39.2400%	40.9400%	40.9400%	40.9400%
SUMMARY OF LCFF ADA								
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								

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	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS				-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS				-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal				-	-	-	-	-
NSS				-	-	-	-	-
Combined Subtotal				-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	4.91	4.91	31.61	22.12	23.23	24.39	25.61	26.89
Grades 4-6	23.57	23.57	55.16	36.30	38.12	40.02	42.02	44.12
Grades 7-8	51.20	51.20	76.53	71.80	75.39	79.16	83.12	87.27
Grades 9-12	508.89	508.89	169.97	335.13	351.89	369.48	387.95	407.35
LCFF Subtotal	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
NSS	-	-	-	-	-	-		
Combined Subtotal	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
Change in LCFF ADA (excludes NSS ADA)	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF and apportioned as a one-time categorical funding.								
Yield Calculation								
Total ADA	588.57		333.27					
Total Enrollment	153.00		331.00					
Attendance Yield	100.0000%		100.0000%					
Quotient			1.0000					
2021-22 Proxy ADA								
Grades TK-3			-					
Grades 4-6			-					
Grades 7-8			-					
Grades 9-12			-					
Subtotal			-					
NSS								
Combined Subtotal								
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	4.91	4.91	31.61	22.12	23.23	24.39	25.61	26.89
Grades 4-6	23.57	23.57	55.16	36.30	38.12	40.02	42.02	44.12
Grades 7-8	51.20	51.20	76.53	71.80	75.39	79.16	83.12	87.27
Grades 9-12	508.89	508.89	169.97	335.13	351.89	369.48	387.95	407.35
Subtotal	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
	Current	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*

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	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	4.91	4.91	31.61	22.12	23.23	24.39	25.61	26.89
Grades 4-6	23.57	23.57	55.16	36.30	38.12	40.02	42.02	44.12
Grades 7-8	51.20	51.20	76.53	71.80	75.39	79.16	83.12	87.27
Grades 9-12	508.89	508.89	169.97	335.13	351.89	369.48	387.95	407.35
Total Actual ADA	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
TOTAL FUNDED ADA								
Grades TK-3	4.91	4.91	31.61	22.12	23.23	24.39	25.61	26.89
Grades 4-6	23.57	23.57	55.16	36.30	38.12	40.02	42.02	44.12
Grades 7-8	51.20	51.20	76.53	71.80	75.39	79.16	83.12	87.27
Grades 9-12	508.89	508.89	169.97	335.13	351.89	369.48	387.95	407.35
Total	**588.57**	**588.57**	**333.27**	**465.35**	**488.63**	**513.05**	**538.70**	**565.63**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA								
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 9,481	$ 9,247	$ 9,673	$ 10,912	$ 11,501	$ 12,000	$ 12,447	$ 12,879
Grades 4-6	$ 8,717	$ 8,502	$ 8,894	$ 10,033	$ 10,574	$ 11,034	$ 11,444	$ 11,841
Grades 7-8	$ 8,976	$ 8,754	$ 9,157	$ 10,330	$ 10,887	$ 11,361	$ 11,784	$ 12,193
Grades 9-12	$ 10,673	$ 10,409	$ 10,888	$ 12,283	$ 12,945	$ 13,507	$ 14,010	$ 14,497
Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 9,166	$ 9,659	$ 10,047	$ 10,421	$ 10,783
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 11,102	$ 11,699	$ 12,169	$ 12,622	$ 13,060
Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 953	$ 1,005	$ 1,045	$ 1,084	$ 1,121
Grades 9-12	$ 243	$ 243	$ 255	$ 289	$ 304	$ 316	$ 328	$ 340
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 10,119	$ 10,664	$ 11,092	$ 11,505	$ 11,904
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 11,391	$ 12,003	$ 12,485	$ 12,950	$ 13,400
Prorated Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 9,166	$ 9,659	$ 10,047	$ 10,421	$ 10,783
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 11,102	$ 11,699	$ 12,169	$ 12,622	$ 13,060
Prorated Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 953	$ 1,005	$ 1,045	$ 1,084	$ 1,121
Grades 9-12	$ 243	$ 243	$ 255	$ 289	$ 304	$ 316	$ 328	$ 340
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,701	$ 1,701	$ 1,787	$ 2,024	$ 2,133	$ 2,218	$ 2,301	$ 2,381
Grades 4-6	$ 1,564	$ 1,564	$ 1,643	$ 1,861	$ 1,961	$ 2,040	$ 2,116	$ 2,189
Grades 7-8	$ 1,610	$ 1,610	$ 1,692	$ 1,916	$ 2,019	$ 2,100	$ 2,178	$ 2,254
Grades 9-12	$ 1,914	$ 1,914	$ 2,011	$ 2,278	$ 2,401	$ 2,497	$ 2,590	$ 2,680

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SUMMARY OF FUNDING								
Actual - 1.00 ADA, Local UPP as follows:	*57.49%*	*43.74%*	*41.30%*	*39.17%*	*39.24%*	*40.94%*	*40.94%*	*40.94%*
Grades TK-3	$ 978	$ 744	$ 738	$ 793	$ 837	$ 908	$ 942	$ 975
Grades 4-6	$ 899	$ 684	$ 679	$ 729	$ 769	$ 835	$ 866	$ 896
Grades 7-8	$ 926	$ 704	$ 699	$ 750	$ 792	$ 860	$ 892	$ 923
Grades 9-12	$ 1,101	$ 837	$ 831	$ 892	$ 942	$ 1,022	$ 1,060	$ 1,097
Concentration Grant (>55% population)	50%	50%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 4,252	$ 4,252	$ 5,808	$ 6,577	$ 6,932	$ 7,210	$ 7,478	$ 7,738
Grades 4-6	$ 3,909	$ 3,909	$ 5,340	$ 6,048	$ 6,373	$ 6,629	$ 6,876	$ 7,114
Grades 7-8	$ 4,025	$ 4,025	$ 5,498	$ 6,227	$ 6,562	$ 6,826	$ 7,080	$ 7,326
Grades 9-12	$ 4,786	$ 4,786	$ 6,537	$ 7,404	$ 7,802	$ 8,115	$ 8,418	$ 8,710
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2019-20			
ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 -24	1	163,900	113,211
25 - 48	2	327,800	226,422
49 - 72	3	491,700	339,633
73 - 96	4	655,600	452,843
High School			
1 - 19	1	133,045	91,888
1 - 19	2	266,090	183,796
1 - 19	3	591,360	408,259
20 - 38	4	724,405	500,156
39 - 57	5	857,450	592,054
58 - 71	6	990,495	683,952
72 - 86	7	1,123,540	775,850
87 - 100	8	1,256,585	867,748
101 - 114	9	1,389,630	959,645
115 - 129	10	1,522,675	1,051,543
130 - 143	11	1,655,720	1,143,441
144 - 171	12	1,788,765	1,235,339
172 - 210	13	1,921,810	1,327,237
211 - 248	14	2,054,855	1,419,135
249 - 286	15	2,187,900	1,511,032
NSS Add-on per ADA		-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.26%
Provation Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	978	-
Grades 4-6	7,818	-	899	-
Grades 7-8	8,050	-	926	-
Grades 9-12	9,329	243	1,101	-

ADA & NSS FTE — **2019-20**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & CDE operated
Third PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE							
Second PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Second PRIOR YEAR ADA							
Second PY NUMBER OF FTE							
PRIOR YEAR ADA (net of charter shift)							
A-1 Grades TK-3	-	-	-	-	-	-	
A-2 Grades 4-6	-	-	-	-	-	-	
A-3 Grades 7-8	-	-	-	-	-	-	
A-4, B-1 Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
A-5, B-2 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3							-
Grades 4-6							-
Grades 7-8							-
Grades 9-12							-
3 PY AVERAGE ADA	-	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE							
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE							

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3					-
Grades 4-6					-
Grades 7-8					-
Grades 9-12					-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2019-20:						
Funded P2 NSS ADA and NSS Allowances		2019-20				
	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2016-17						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2017-18						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded NSS Allowance Level						
NSS ADA						
Grades TK-3						-
Grades 4-6						-
Grades 7-8						-
Grades 9-12						-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funding based on						*Current year*
TOTAL Funded ADA						-
Total NSS Allowance						-

To be used starting in 22/23 calculations

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-
Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2019-20 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2019-20 RESULTS			
Max funding is:	-	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES		2020-21	16/13 deficited rate
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	163,900	113,211
25 - 48	2	327,800	226,422
49 - 72	3	491,700	339,632
73 - 96	4	655,600	452,843
	High School		
1 - 19	1	133,045	91,898
1 - 19	2	266,090	183,796
1 - 19	3	591,360	408,258
20 - 38	4	724,405	500,156
39 - 57	5	857,450	592,054
58 - 71	6	990,495	683,952
72 - 86	7	1,123,540	775,850
87 - 100	8	1,256,585	867,748
101 - 114	9	1,389,630	959,645
115 - 129	10	1,522,675	1,051,543
130 - 143	11	1,655,720	1,143,441
144 - 171	12	1,788,765	1,235,339
172 - 210	13	1,921,810	1,327,237
211 - 248	14	2,054,855	1,419,135
249 - 286	15	2,187,900	1,511,032
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	0.00%	
Proration Factor	0.00%	

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	744	-
Grades 4-6	7,818	-	684	-
Grades 7-8	8,050	-	704	-
Grades 9-12	9,329	243	837	-

ADA & NSS FTE — 2020-21

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5 (NPS, CDS, & COE operated)
Third PY ADA (net of charter shift)						
Grades TK-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
Third PRIOR YEAR ADA						
Third PY NUMBER OF FTE						
Second PY ADA (net of charter shift)						
Grades TK-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
Second PRIOR YEAR ADA						
Second PY NUMBER OF FTE						
PRIOR YEAR ADA (net of charter shift)						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
PRIOR YEAR ADA	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-
THREE PRIOR YEAR AVERAGE (net of charter shift)						
Grades TK-3						-
Grades 4-6						-
Grades 7-8						-
Grades 9-12						-
3 PY AVERAGE ADA	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE						
CURRENT YEAR ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE						

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level					-
NSS Allowance using 3 PY average					-
NSS Add-on using 3 PY average					-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3					
Grades 4-6					
Grades 7-8					
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2020-21

Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2017-18						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3						-
Grades 4-6						-
Grades 7-8						-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funding based on						*Current year*
TOTAL Funded ADA						-
Total NSS Allowance						-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2020-21 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-Funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj RL per ADA * CY Funded ADA (incl NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2020-21 RESULTS			
Max funding is:	-	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES		2021-22		12/13 deficited rate
ADA	Level / # FTE	Allowance		(adj. for COLA)
	Elementary			
1 - 24	1	172,200		131,300
25 - 48	2	344,400		262,600
49 - 72	3	516,600		393,900
73 - 96	4	688,800		525,200
	High School			
1 - 19	1	139,795		106,575
1 - 19	2	279,590		213,150
1 - 19	3	621,060		473,400
20 - 38	4	760,855		579,975
39 - 57	5	900,650		686,550
58 - 71	6	1,040,445		793,125
72 - 86	7	1,180,240		899,700
87 - 100	8	1,320,035		1,006,275
101 - 114	9	1,459,830		1,112,850
115 - 129	10	1,599,625		1,219,425
130 - 143	11	1,739,420		1,326,000
144 - 171	12	1,879,215		1,432,575
172 - 210	13	2,019,010		1,539,150
211 - 248	14	2,158,805		1,645,725
249 - 286	15	2,298,600		1,752,300
NSS Add-on per ADA	-			

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	5.07%
Pronation Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	738	-
Grades 4-6	8,215	-	679	-
Grades 7-8	8,458	-	699	-
Grades 9-12	9,802	255	831	-

ADA & NSS FTE	DISTRICT	2021-22 NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & CDE operated
Third PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE							
Second PY ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE							
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3						-	
Grades 4-6						-	
Grades 7-8						-	
Grades 9-12						-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	
CURRENT YEAR ADA *Quotient*	*1.0000*						
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE							

Placeholder - to be used starting in 22/23

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level		0	0	0	0	0
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
NSS allowance level		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level		0	0	0	0	0
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22						
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2018-19						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3						-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2021-22 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj RL per ADA * CY Funded ADA (incl NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2021-22 RESULTS				
	Max funding is:	-	LCFF ADA:	-
			Funded NSS ADA:	-
	Best option is:	1	District ADA:	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

To be used starting in 22/23 calculations

Grades 4-6					-	-
Grades 7-8					-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Funding based on	*Current year*
TOTAL Funded ADA	-
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2022-23**		**12/13 def. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	240,506	139,913
25 - 48	2	476,004	279,827
49 - 72	3	711,608	419,740
73 - 96	4	947,212	559,653
	High School		
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	1,894,743	1,526,552
172 - 210	13	2,325,565	1,640,118
211 - 248	14	2,745,412	1,753,685
249 - 286	15	3,164,832	1,867,251
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	6.56%
Proration Factor	0.00%

LCFF Rates per ADA	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	793	-
Grades 4-6	9,304	-	729	-
Grades 7-8	9,580	-	750	-
Grades 9-12	11,102	289	892	-

ADA & NSS FTE			**2022-23**						
			DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)									
2019-20	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	Third PRIOR YEAR ADA		-	-	-	-	-	-	
Third PY NUMBER OF FTE				-	-	-	-	-	
Second PY ADA (net of charter shift)									
2020-21	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	Second PRIOR YEAR ADA		-	-	-	-	-	-	
Second PY NUMBER OF FTE				-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)									
2021-22	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	PRIOR YEAR ADA		-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)									
	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	3 PY AVERAGE ADA		-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
CURRENT YEAR ADA									
	Grades TK-3								-
	Grades 4-6								-
	Grades 7-8								-
	Grades 9-12								-
	CURRENT YEAR ADA		-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE									

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3					
		Grades 4-6					
		Grades 7-8					
		Grades 9-12					
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

2022-23			**2022-23**					
Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2019-20						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2020-21						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2022-23						
	NSS ADA							

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2022-23 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2022-23 RESULTS	**Max funding is:**	-	**LCFF ADA:**	-
			Funded NSS ADA:	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF -funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES		2023-24	12/13 def. rate +
ADA	Level / # FTE	Allowance	COLA for EPA
	Elementary		
1 - 24	1	253,445	147,440
25 - 48	2	501,613	294,882
49 - 72	3	749,893	442,322
73 - 96	4	998,172	589,763
	High School		
1 - 19	1	220,206	119,676
1 - 19	2	313,960	239,353
1 - 19	3	697,407	531,595
20 - 38	4	854,386	651,271
39 - 57	5	1,011,367	770,947
58 - 71	6	1,168,346	890,623
72 - 86	7	1,325,326	1,010,299
87 - 100	8	1,482,306	1,129,976
101 - 114	9	1,639,286	1,249,652
115 - 129	10	1,796,265	1,369,328
130 - 143	11	1,953,246	1,489,005
144 - 171	12	1,996,680	1,608,680
172 - 210	13	2,450,680	1,728,356
211 - 248	14	2,893,115	1,848,033
249 - 286	15	3,335,100	1,967,709
NSS Add-on per ADA	-		

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	5.38%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,659	1,005	837	-
Grades 4-6	9,805	-	769	-
Grades 7-8	10,095	-	792	-
Grades 9-12	11,699	304	942	

ADA & NSS FTE		DISTRICT	2023-24 NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & CDE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-						
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-						
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-						
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	0	0	0.0	0	0
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12					
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2023-24			NSS 1	2023-24 NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Funded P2 NSS ADA and NSS Allowances								
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2020-21						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Best option is: 1 **District ADA:** -

2023-24 COMPARISON																															
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,659	1,005	-	-	-
Grades 4-6	-	9,805	-	-	-	-
Grades 7-8	-	10,095	-	-	-	-
Grades 9-12	-	11,699	304	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2024-25**		**12/13 def. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	263,633	153,367
25 - 48	2	521,778	306,736
49 - 72	3	780,039	460,103
73 - 96	4	1,038,299	613,470
	High School		
1 - 19	1	229,058	124,487
1 - 19	2	326,581	248,975
1 - 19	3	725,443	552,965
20 - 38	4	888,732	677,452
39 - 57	5	1,052,024	801,939
58 - 71	6	1,215,314	926,426
72 - 86	7	1,378,604	1,050,913
87 - 100	8	1,541,895	1,175,401
101 - 114	9	1,705,185	1,299,888
115 - 129	10	1,868,475	1,424,375
130 - 143	11	2,031,766	1,548,863
144 - 171	12	2,076,947	1,673,349
172 - 210	13	2,549,197	1,797,836
211 - 248	14	3,009,418	1,922,324
249 - 286	15	3,469,171	2,046,811
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	4.02%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,047	1,045	908	-
Grades 4-6	10,199	-	835	-
Grades 7-8	10,501	-	860	-
Grades 9-12	12,169	316	1,022	-

ADA & NSS FTE				**2024-25**				
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3					
		Grades 4-6					
		Grades 7-8					
		Grades 9-12					
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

2024-25		2024-25					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2021-22						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2022-23						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2023-24 RESULTS				
	Max funding is:	-	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	1	**District ADA:**	-

2024-25 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Prior Year		2023-24						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**		-	-	-	-	-	
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,047	1,045	-	-	-
Grades 4-6	-	10,199	-	-	-	-
Grades 7-8	-	10,501	-	-	-	-
Grades 9-12	-	12,169	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2025-26		12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	273,440	159,072
25 - 48	2	541,188	318,147
49 - 72	3	809,056	477,219
73 - 96	4	1,076,924	636,291
	High School		
1 - 19	1	237,579	129,118
1 - 19	2	338,730	258,237
1 - 19	3	752,429	573,535
20 - 38	4	921,793	702,653
39 - 57	5	1,091,159	831,771
58 - 71	6	1,260,524	960,889
72 - 86	7	1,429,888	1,090,007
87 - 100	8	1,599,253	1,219,126
101 - 114	9	1,768,618	1,348,244
115 - 129	10	1,937,982	1,477,362
130 - 143	11	2,107,348	1,606,481
144 - 171	12	2,154,209	1,735,598
172 - 210	13	2,644,027	1,864,715
211 - 248	14	3,121,368	1,993,834
249 - 286	15	3,598,224	2,122,952
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 3.72%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,421	1,084	942	-
Grades 4-6	10,578	-	866	-
Grades 7-8	10,892	-	892	-
Grades 9-12	12,622	328	1,060	-

ADA & NSS FTE		**2025-26** DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Allowance using 3 PY average		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Add-on using 3 PY average		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Total NSS Allowance using 3 PY average		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Funding		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS ADA	Grades TK-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
		Grades 4-6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
		Grades 7-8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
		Grades 9-12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
		Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS allowance Level		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2025-26			2025-26					
Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2023-24						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2024-25 RESULTS				
Max funding is:	-		**LCFF ADA:**	-
			Funded NSS ADA:	-
Best option is:	1		**District ADA:**	-

2025-26 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF -funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total -
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,421	1,084	-	-	-
Grades 4-6	-	10,578	-	-	-	-
Grades 7-8	-	10,892	-	-	-	-
Grades 9-12	-	12,622	328	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2026-27		12/13 def. rate +
ADA	**Level / # FTE**	**Allowance**	**COLA for EPA**
	Elementary		
1 - 24	1	282,928	164,592
25 - 48	2	559,967	329,187
49 - 72	3	837,130	493,778
73 - 96	4	1,114,293	658,370
	High School		
1 - 19	1	245,823	133,598
1 - 19	2	350,484	267,198
1 - 19	3	778,538	593,637
20 - 38	4	953,779	727,035
39 - 57	5	1,129,022	860,633
58 - 71	6	1,304,264	994,232
72 - 86	7	1,479,505	1,127,830
87 - 100	8	1,654,747	1,261,430
101 - 114	9	1,829,989	1,395,028
115 - 129	10	2,005,230	1,528,626
130 - 143	11	2,180,473	1,662,226
144 - 171	12	2,228,960	1,795,823
172 - 210	13	2,735,775	1,929,421
211 - 248	14	3,229,679	2,063,030
249 - 286	15	3,723,082	2,196,618
NSS Add-on per ADA	-	-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.47%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,783	1,121	975	-
Grades 4-6	10,945	-	896	-
Grades 7-8	11,270	-	923	-
Grades 9-12	13,060	340	1,097	-

ADA & NSS FTE		DISTRICT	2026-27 NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	*NPS, CDS, & CDE operated*
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Third PRIOR YEAR ADA	-	-	-	-	-	-	-
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	-
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Add-on using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Total NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS Funding	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS ADA Grades TK-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 4-6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 7-8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Grades 9-12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	NSS allowance Level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2026-27		2026-27 NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Funded P2 NSS ADA and NSS Allowances							
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2026-28 RESULTS																																

Max funding is:	-	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

2026-27 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 Adj RL per ADA * CY Funded ADA (incl NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF -funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,783	1,121	-	-	-
Grades 4-6	-	10,945	-	-	-	-
Grades 7-8	-	11,270	-	-	-	-
Grades 9-12	-	13,060	340	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	-	-	-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

2026-27 RESULTS				
	Max funding is:	-	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	1	**District ADA:**	-

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Local Property Taxes (w/out RDA)	$ -	$ -	$ -					
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
10	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

NOTE: Data pulls in funded ADA from Summary tab, this will include Proxy ADA adjustments for 2021-22

NOTE: Data pulls from the Data Entry tab where users should enter 2021-22 ADA (Proxy ADA if applicable for the charter school) if no data is entered ADA will pull from certified data.

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
11		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
13		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
14		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
15		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
16		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
17		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
18		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
19		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
20		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
21		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
22		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
23		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
24		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
25		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
26		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
27		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
28		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
29		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
30		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
32		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
33		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

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1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
35		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
36		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
37		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
38		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
40		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
41		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
42		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
43		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
44		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
45		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

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1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

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2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
46		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
48		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
49		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
50		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

MethodSchools (129221) - Method Schools 2022-23 2nd Interim Report

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

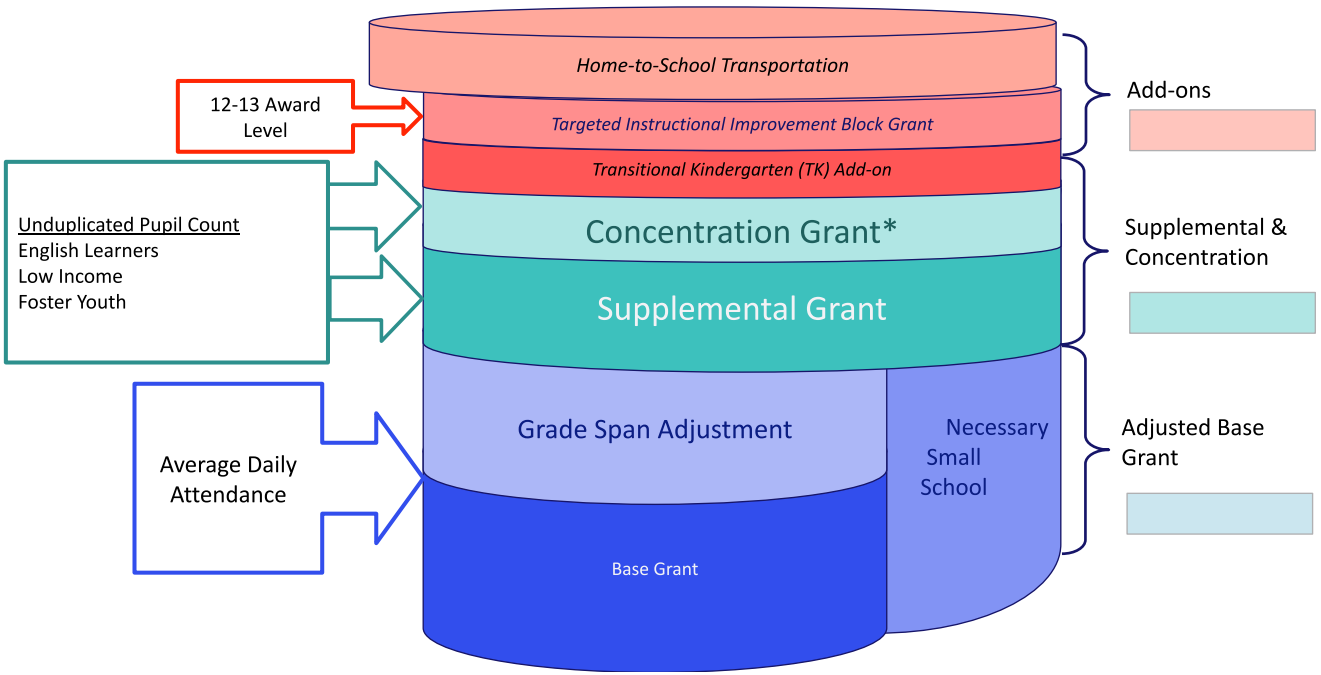
2022-23

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

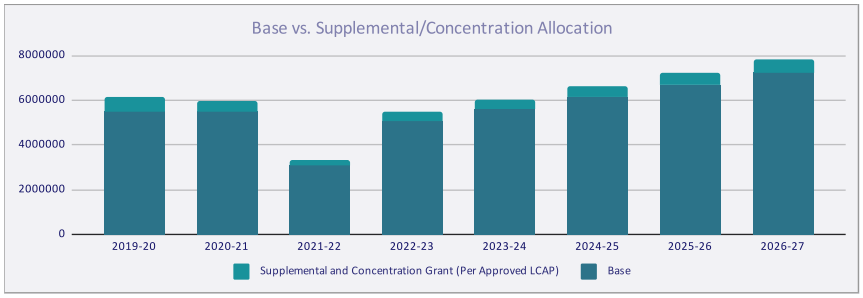
		2022-23				
Base Grant	$	4,948,944			465.35	ADA
Grade Span Adjustment	$	117,933		$	5,066,877	Adjusted Base Grant
Supplemental Grant	$	396,939	39%			
Concentration Grant	$	-	39%	$	396,939	Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	$	-				
Add-ons: Home-to-School Transportation	$	-				
Add-ons: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-ons: Transitional Kindergarten	$	-				
Total	$	5,463,816		$	5,463,816	

Total LCFF Funding:

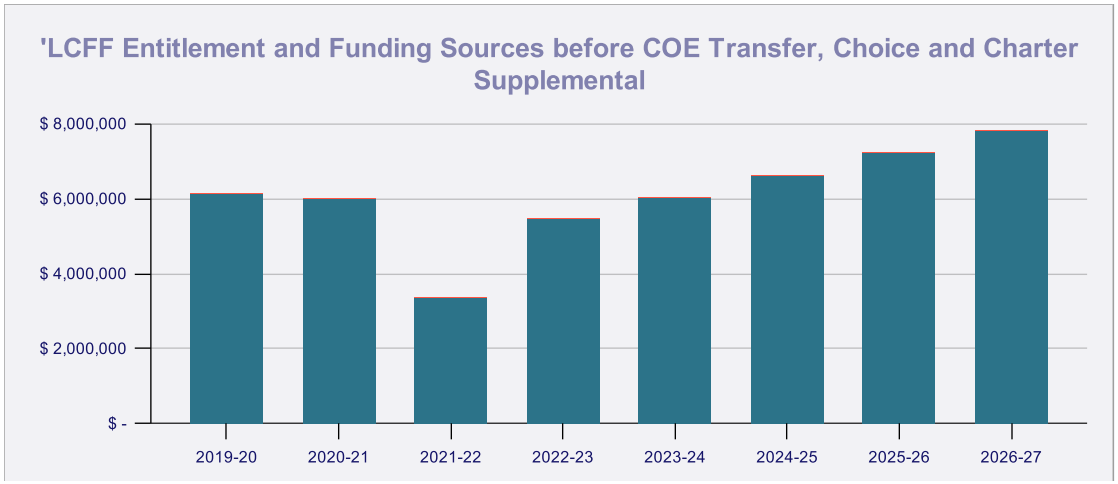


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Minimum Proportionality Analysis								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Base	$ 5,509,275	$ 5,509,275	$ 3,092,253	$ 5,066,877	$ 5,606,290	$ 6,122,915	$ 6,668,427	$ 7,245,015
Supplemental and Concentration Grant (*Per Approved LCAP*)	633,456	481,951	255,419	396,939	439,981	501,344	546,010	593,222
Total	$ 6,142,731	$ 5,991,226	$ 3,347,672	$ 5,463,816	$ 6,046,271	$ 6,624,259	$ 7,214,437	$ 7,838,237

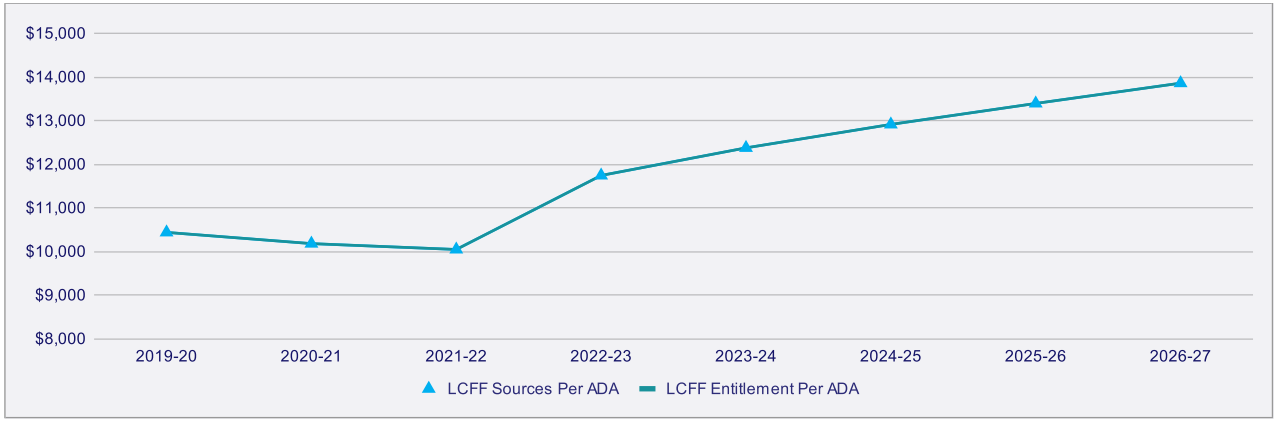


Funding Sources								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 6,142,731	$ 5,991,226	$ 3,347,672	$ 5,463,816	$ 6,046,271	$ 6,624,259	$ 7,214,437	$ 7,838,237
Total General Purpose Funding	$ 6,142,731	$ 5,991,226	$ 3,347,672	$ 5,463,816	$ 6,046,271	$ 6,624,259	$ 7,214,437	$ 7,838,237

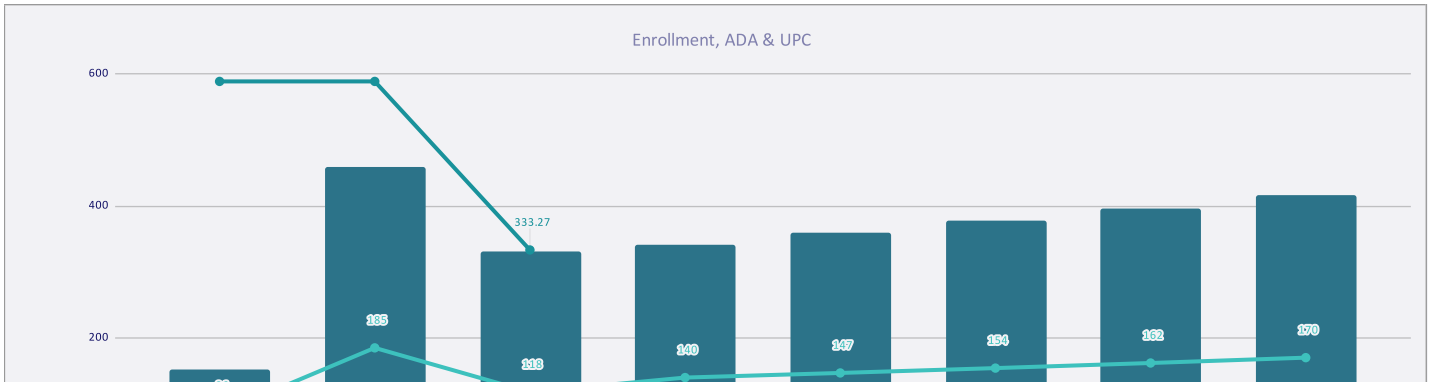


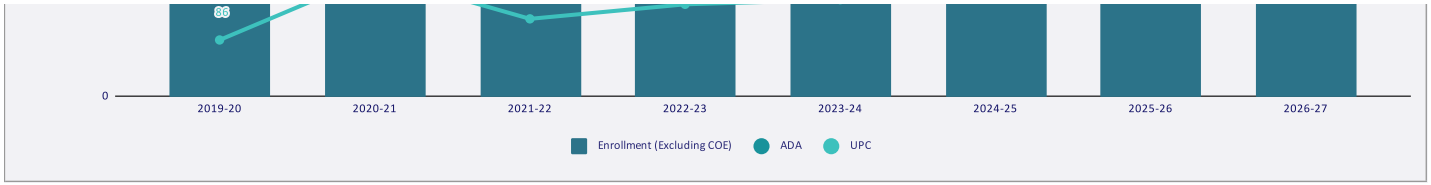
EPA in Excess to LCFF | Additional State Aid to meet Minimum | Excess Property Taxes | Economic Recovery Payment | LCFF Grant

LCFF Entitlement per ADA	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63
LCFF Sources per ADA	$ 10,436.70	$ 10,179.29	$ 10,044.92	$ 11,741.30	$ 12,373.93	$ 12,911.53	$ 13,392.31	$ 13,857.53
Net Change per ADA		$ (257.41)	$ (134.37)	$ 1,696.38	$ 632.62	$ 537.60	$ 480.78	$ 465.22
Net Percent Change		-2.47%	-1.32%	16.89%	5.39%	4.34%	3.72%	3.47%
Estimated LCFF Entitlement per ADA	$ 10,436.70	$ 10,179.29	$ 10,044.92	$ 11,741.30	$ 12,373.93	$ 12,911.53	$ 13,392.31	$ 13,857.53
Net Change per ADA		$ (257.41)	$ (134.37)	$ 1,696.38	$ 632.62	$ 537.60	$ 480.78	$ 465.22
Net Percent Change		-2.47%	-1.32%	16.89%	5.39%	4.34%	3.72%	3.47%



Student Summary	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	153	458	331	342	359	377	396	416
UPC	86	185	118	140	147	154	162	170
ADA	588.57	588.57	333.27	465.35	488.63	513.05	538.70	565.63




86
0
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
2025-26
2026-27
Enrollment (Excluding COE)
ADA
UPC

2022-23 2nd Interim Budget Report Narrative – Method Schools, LA

1. Key Statistics

2021-22 P2 ADA:190
2022-23 P1 ADA: 608
Est. 2022-23 P-2 ADA: 418

2. Revenue Assumptions

Enrollment and ADA estimates at 2nd interim are trending closely to the 1st Interim Report budget estimates. The 2nd Interim ADA aligns with the 1st Interim ADA and revenues have only been adjusted slightly based on the most recent version of the LCFF Calculator.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at $5,084,354.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($71,055), Prop-20 Lottery ($28,000), Mandate Block Grant ($7,221), and State Special Education Funding ($342,735). All revenue sources are based on the most recent projections from California School Services.

Pass through Federal Special Education Funds are expected to be $52,246. Method LA does not expect any additional Federal Revenue from the Federal Title programs as the school does not directly participate in any Federal funding programs. Additionally, no significant local revenues are expected to be received.

3. Expenditure Assumptions

Method Los Angeles will have approximately 40 Certificated teachers on staff during 2022-23, equating to approximately 18 FTE. The total budgeted Certificated Salaries average is $75,000 per FTE. Method is able to balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method Los Angeles does not participate in CALSTRS or CALPERS.

No significant changes to FTE are projected for the current year. The previous year included a long-term plan to maintain FTE's, despite a downturn in enrollment, in anticipation of the aforementioned expected growth in 22-23. The result was maintaining experienced, valuable

staff members over the long term. Fiscal year 21-22 reported P1 ADA was 188. Current P1 ADA is estimated to be 418, or approximate growth of 122% year over year.

FY22-23 salary expenditures include a 7.5% COLA. Medical benefits will incur a small increase in 22-23 (3.7%).

MYP expense projections assume a 5% increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

Response: No new Notices of Assignment, see number 7 below for debt obligations.

Obligations for Debt Repayment

Response: Method Los Angeles has $0.00 of debt.

Changes in Ending Fund Balances

Response: Method Los Angeles is projected to end the 2022-23 fiscal year with a positive fund balance of $15,521,067

Assignment of Ending Fund Balances

Response: Method Los Angeles has no commitments of the Ending Fund Balance.

Cash Flow Statement

Response: Method Schools revenue streams were effectively overpaid for FY21-22 due to initial ADA estimates/apportionment vs. decreased P2 apportionment. Thus, a deferred revenue account will be utilized rather than cash being received. Cash flow statement thus shows no LCFF cash inflows for a period of time, while deferred revenues are utilized.

Other Miscellaneous notes

Method Los Angeles has no current expected cash shortages.

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

Charter School Certification

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Agua Dulce Unified School Dsitrict
County: Los Angeles
Charter #: 1697

For information regarding this report, please contact:

For Approving Entity:	For Charter School:
Agha Mirza	Stefanie Bryant
Name	Name
Assistant Superintendent of Business Services	CFO
Title	Title
661-773-5433	801.360.9819
Telephone	Telephone
amirza@aadusd.k12.ca.us	sbryant@methodschools.org
E-mail address	E-mail address

To the entity that approved the charter school:

x) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____

Charter School Official
(Original signature required)

Printed Name: Stefanie Bryant Title: CFO

To the Acton-Agua Dulce Unified School District

x) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed
Name: Agha Mirza Title: Assisstant Superintendent

To the Superintendent of Public Instruction:

_x_) 2022-23 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Aqua Dulce Unified School District
County: Los Angeles
Charter #: 1697

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

x	**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	4,333,331	4,770,198	1,184,932	4,785,000		4,785,000	14,802
Education Protection Account - Current Year	8012	81,038	83,594	19,837	83,594		83,594	0
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	206,955	106,848	61,973	215,760		215,760	108,912
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		**4,621,324**	**4,960,640**	**1,266,742**	**5,084,354**		**5,084,354**	**123,714**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0	0	0		0	0	0
Special Education - Federal	8181, 8182	0	52,246	0		52,250	52,250	4
Child Nutrition - Federal	8220	0	0	0		0	0	0
Other Federal Revenues	8290	0	0	0	0	0	0	0
Total, Federal Revenues		**0**	**52,246**	**0**	**0**	**52,250**	**52,250**	**4**
3. Other State Revenues								
Special Education - State	StateRevSE	202,600	342,735	0		342,735	342,735	0
Child Nutrition Programs	8520	0	0	0		0	0	0
Mandated Costs Reimbursements	8550	17,386	7,221	7,221	7,221		7,221	0
Lottery - Unrestricted and Instructional Materials	8560	80,635	99,058	15,110	71,055	28,000	99,055	(3)
Low Performing Student Block Grant	8590	0	0		0	0	0	0
All Other State Revenues	StateRevAO	445,619	458,713	208	0	0	0	(458,713)
Total, Other State Revenues		**746,240**	**907,727**	**22,539**	**78,276**	**370,735**	**449,011**	**(458,716)**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	0	14,400	6,980	8,500	0	8,500	(5,900)
Total, Local Revenues		**0**	**14,400**	**6,980**	**8,500**	**0**	**8,500**	**(5,900)**
5. TOTAL REVENUES		**5,367,564**	**5,935,013**	**1,296,261**	**5,171,130**	**422,985**	**5,594,115**	**(340,898)**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	1,922,929	2,307,515	1,252,462	1,824,533	264,326	2,088,859	218,656
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	160,206	192,247	147,483	263,362	0	263,362	(71,115)
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		**2,083,135**	**2,499,762**	**1,399,945**	**2,087,895**	**264,326**	**2,352,221**	**147,541**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	104,560	125,472	60,421	125,876	0	125,876	(405)
Non-certificated Support Salaries	2200	0	0	35,533	74,027	0	74,027	(74,027)
Non-certificated Supervisors' and Administrators' Sal.	2300	153,046	183,655	106,903	222,716	0	222,716	(39,062)

Clerical and Office Salaries	2400	466,906	560,288	322,013	670,860	0	670,860	(110,572)
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		**724,512**	**869,414**	**524,870**	**1,093,479**	**0**	**1,093,479**	**(224,065)**

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	0	0	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	209,833	251,799	136,996	259,635	12,590	272,225	(20,426)
Health and Welfare Benefits	3401-3402	327,692	414,830	201,835	361,375	24,310	385,685	29,145
Unemployment Insurance	3501-3502	16,246	19,495	13,414	23,300	975	24,275	(4,780)
Workers' Compensation Insurance	3601-3602	40,409	48,491	25,373	42,883	2,425	45,308	3,183
Retiree Benefits	3701-3702	0	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	100,030	120,036	49,625	82,615	6,001	88,616	31,420
Total, Employee Benefits		**694,210**	**854,652**	**427,242**	**769,808**	**46,301**	**816,109**	**38,543**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	190,579	228,695	58,194	103,918	0	103,918	124,777
Books and Other Reference Materials	4200	164,060	196,872	54,396	125,000	0	125,000	71,872
Materials and Supplies	4300	69,059	82,871	16,388	0	29,264	29,264	53,607
Noncapitalized Equipment	4400	85,600	124,320	42,321	75,573	0	75,573	48,747
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		**509,298**	**632,758**	**171,299**	**304,491**	**29,264**	**333,755**	**299,003**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	58,358	77,230	40,249	62,313	13,094	75,407	1,823
Dues and Memberships	5300	5,600	6,720	4,419	7,892	0	7,892	(1,172)
Insurance	5400	30,400	36,480	22,537	40,245	0	40,245	(3,765)
Operations and Housekeeping Services	5500	11,300	13,560	4,157	7,566	0	7,566	5,994
Rentals, Leases, Repairs, and Noncap. Improvements	5600	112,400	134,880	108,654	131,645	0	131,645	3,235
Professional/Consulting Services and Operating Expend.	5800	408,145	499,375	225,528	372,282	70,000	442,282	57,093
Communications	5900	52,600	63,120	38,226	68,261	0	68,261	(5,141)
Total, Services and Other Operating Expenditures		**678,803**	**831,365**	**443,772**	**690,204**	**83,094**	**773,298**	**58,067**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0	0
Total, Capital Outlay		**0**	**0**	**0**	**0**	**0**	**0**	**0**
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		**0**	**0**	**0**	**0**	**0**	**0**	**0**

8. TOTAL EXPENDITURES		4,689,958	5,687,951	2,967,127	4,945,877	422,985	5,368,862	319,089
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		677,606	247,062	(1,670,866)	225,253	0	225,253	21,809
Description	**Object Code**	**Original Budget**	**Board Approved Operating Budget (B)**	**Actuals to Date**	**First Interim Budget Unrestricted**	**First Interim Budget Restricted**	**First Interim Budget Total (D)**	**Difference (Col B & D)**
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		677,606	247,062	(1,670,866)	225,253	0	225,253	21,809
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	15,438,202	15,438,202		15,438,202		15,438,202	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795				(142,388)		(142,388)	(142,388)
c. Adjusted Beginning Balance		15,438,202	15,438,202		15,295,814	0	15,295,814	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**16,115,808**	**15,685,264**		**15,521,067**	**0**	**15,521,067**	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0	0	0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	0	0		0		0	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0		0	0	0	
Undesignated / Unappropriated Amount	**9790**	**16,115,808**	**15,685,264**		**15,521,067**	**0**	**15,521,067**	

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Agua Dulce Unified School Dsitrict
County: Los Angeles
Charter #: 1697
Fiscal Year: 2022-23

		2022-23 (populated from Alternative Form Tab)				
Description	**Object Code**	**First Interim Budget Unrestricted**	**First Interim Budget Restricted**	**First Interim Budget Total**	**Totals for 2023-24**	**Totals for 2024-25**
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	4,785,000		4,785,000	5,414,622	6,006,615
Education Protection Account - Current Year	8012	83,594		83,594	87,774	92,162
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	215,760		215,760	226,548	237,876
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		**5,084,354**		**5,084,354**	**5,728,944**	**6,336,653**
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		52,250	52,250	54,863	57,606
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		**0**	**52,250**	**52,250**	**54,863**	**57,606**
3. Other State Revenues						
Special Education - State	StateRevSE		342,735	342,735	359,872	377,865
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	7,221		7,221	7,582	7,961
Lottery - Unrestricted and Instructional Materials	8560	71,055	28,000	99,055	104,008	109,208
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	0	0	0	0
Total, Other State Revenues		**78,276**	**370,735**	**449,011**	**471,462**	**495,035**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	8,500	0	8,500	8,500	8,500
Total, Local Revenues		**8,500**	**0**	**8,500**	**8,500**	**8,500**
5. TOTAL REVENUES		**5,171,130**	**422,985**	**5,594,115**	**6,263,768**	**6,897,793**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	1,824,533	264,326	2,088,859	2,193,302	2,302,967
Certificated Pupil Support Salaries	1200	0	0	0	0	0

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2023-24	Totals for 2024-25
Certificated Supervisors' and Administrators' Salaries	1300	263,362	0	263,362	276,530	290,357
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**2,087,895**	**264,326**	**2,352,221**	**2,469,832**	**2,593,324**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	125,876	0	125,876	132,170	138,778
Non-certificated Support Salaries	2200	74,027	0	74,027	77,728	81,615
Non-certificated Supervisors' and Administrators' Sal.	2300	222,716	0	222,716	233,852	245,544
Clerical and Office Salaries	2400	670,860	0	670,860	704,403	739,623
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**1,093,479**	**0**	**1,093,479**	**1,148,153**	**1,205,561**
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	259,635	12,590	272,225	285,836	300,128
Health and Welfare Benefits	3401-3402	361,375	24,310	385,685	404,969	425,218
Unemployment Insurance	3501-3502	23,300	975	24,275	25,489	26,763
Workers' Compensation Insurance	3601-3602	42,883	2,425	45,308	47,573	49,952
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	82,615	6,001	88,616	93,047	97,699
Total, Employee Benefits		**769,808**	**46,301**	**816,109**	**856,914**	**899,760**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	103,918	0	103,918	109,114	114,570
Books and Other Reference Materials	4200	125,000	0	125,000	131,250	137,813
Materials and Supplies	4300	0	29,264	29,264	30,727	32,264
Noncapitalized Equipment	4400	75,573	0	75,573	79,352	83,319
Food	4700	0	0	0	0	0
Total, Books and Supplies		**304,491**	**29,264**	**333,755**	**350,443**	**367,965**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	62,313	13,094	75,407	79,177	83,136
Dues and Memberships	5300	7,892	0	7,892	8,287	8,701
Insurance	5400	40,245	0	40,245	42,257	44,370
Operations and Housekeeping Services	5500	7,566	0	7,566	7,944	8,342
Rentals, Leases, Repairs, and Noncap. Improvements	5600	131,645	0	131,645	138,227	145,139
Professional/Consulting Services and Operating Expend.	5800	372,282	70,000	442,282	464,396	487,616
Communications	5900	68,261	0	68,261	71,674	75,258
Total, Services and Other Operating Expenditures		**690,204**	**83,094**	**773,298**	**811,963**	**852,561**
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major		0	0	0	0	0
Expansion of School Libraries	6300	0	0	0	0	0

Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		**0**	**0**	**0**	**0**	**0**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**0**	**0**	**0**	**0**	**0**
8. TOTAL EXPENDITURES		**4,945,877**	**422,985**	**5,368,862**	**5,637,305**	**5,919,170**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		**225,253**	**0**	**225,253**	**626,463**	**978,623**

Description	Object Code	First Interim Budget Unrestricted	First Interim Budget Restricted	First Interim Budget Total	Totals for 2023-24	Totals for 2024-25
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		**225,253**	**0**	**225,253**	**626,463**	**978,623**
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	15,438,202		15,438,202	15,521,067	16,147,530
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(142,388)		(142,388)	0	0
c. Adjusted Beginning Balance		15,295,814	0	15,295,814	15,521,067	16,147,530
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**15,521,067**	**0**	**15,521,067**	**16,147,530**	**17,126,153**
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	0		0	0	0
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	15,521,067	0	15,521,067	16,147,530	17,126,153

Method Schools LA

2022-23 Second Interim Cash Flow Worksheet

Actuals required through the month of : October	Object	2021-22 Second Interim	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
A. BEGINNING CASH			18,168,576	17,727,681	17,192,596	16,873,525	16,644,168	16,212,626	15,881,695	15,543,766	14,913,080	14,391,905	13,778,302	13,164,700			
B. RECEIPTS																	
LCFF/Revenue Limit Sources																	
Principal Apportionment	8010-8019	4,868,594	107,721	107,721	203,817	193,898	193,898	203,817	193,898	716,046	757,843	716,046	716,046	757,843			4,868,594
In Lieu Property Taxes	8099	215,760			6,411	12,822	8,548	0	34,192	8,548	51,262	25,631	25,631	25,631	17,083		215,760
Miscellaneous Funds	8080-8098																0
Federal Revenue	8100-8299	52,250													52,250		52,250
Other State Revenue	8300-8599	449,011				0	7,221	208	15,110		25,000			25,000	376,472		449,011
Other Local Revenue	8600-8799	8,500				13,513	6,366		(13,399)						2,020		8,500
Interfund Transfers In	8910-8929																0
All Other Financing Sources	8930-8979																0
TOTAL RECEIPTS		**5,594,115**	**107,721**	**107,721**	**210,228**	**220,233**	**216,033**	**204,025**	**229,801**	**724,594**	**834,105**	**741,677**	**741,677**	**808,474**	**447,825**	**0**	**5,594,115**
C. DISBURSEMENTS																	
Certificated Salaries	1000-1999	2,352,221	273,691	301,259	170,365	157,173	157,173	198,395	160,639	186,705	186,705	186,705	186,705	186,705			2,352,221
Classified Salaries	2000-2999	1,093,479	49,198	65,203	66,213	52,283	92,763	91,169	108,042	113,722	113,722	113,722	113,722	113,722			1,093,479
Employee Benefits	3000-3999	816,109	90,108	86,138	32,813	56,518	33,002	54,837	70,147	78,509	78,509	78,509	78,509	78,509			816,109
Books and Supplies	4000-4999	333,755	18,789	45,232	24,152	18,305	21,781	23,162	19,965	32,474	32,474	32,474	32,474	32,474			333,755
Services	5000-5999	773,298	91,116	57,243	56,351	73,013	102,669	39,560	15,041	67,661	67,661	67,661	67,661	67,661			773,298
Capital Outlay	6000-6599	0															0
Other Outgo	7000-7499																0
Interfund Transfers Out	7600-7629																0
All Other Financing Uses	7630-7699																0
TOTAL DISBURSEMENTS		**5,368,862**	**522,903**	**555,074**	**349,895**	**357,293**	**407,387**	**407,123**	**373,833**	**479,071**	**479,071**	**479,071**	**479,071**	**479,071**	**0**	**0**	**5,368,862**
D. BALANCE SHEET ITEMS		**Beginning Balances**															
Assets and Deferred Outflows																	
Cash Not In Treasury	9111-9199																0
Accounts Receivable	9200-9299	172,138	95,258	20,169	14,494	88,506	(46,289)										172,138
Due From Other Funds	9310																0
Stores	9320																0
Prepaid Expenditures	9330	13,070	(13,070)														(13,070)
Other Current Assets	9340																0
Deferred Outflows of Resources	9490																0
SUBTOTAL		**185,208**	**82,188**	**20,169**	**14,494**	**88,506**	**(46,289)**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**159,068**
Liabilities and Deferred Inflows																	
Accounts Payable	9500-9599	5,646,420	107,901	107,901	193,898	193,898	193,898	193,898	193,898	876,209	876,209	876,209	876,209	966,292	(5,656,420)		0
Due To Other Funds	9610																0
Current Loans	9640																0
Unearned Revenues	9650																0
Deferred Inflows of Resources	9690	674,217				(13,094)		(66,065)									(79,159)
SUBTOTAL		**6,320,637**	**107,901**	**107,901**	**193,898**	**180,804**	**193,898**	**127,833**	**193,898**	**876,209**	**876,209**	**876,209**	**876,209**	**966,292**	**(5,656,420)**	**0**	**(79,159)**
Nonoperating																	
Suspense Clearing	9910																0
TOTAL BALANCE SHEET ITEMS		(6,135,429)	(25,713)	(87,732)	(179,404)	(92,298)	(240,187)	(127,833)	(193,898)	(876,209)	(876,209)	(876,209)	(876,209)	(966,292)	5,656,420	0	238,227
E. NET INCREASE/DECREASE (B - C + D)			(440,895)	(535,085)	(319,071)	(229,358)	(431,541)	(330,931)	(337,930)	(630,686)	(521,175)	(613,603)	(613,603)	(636,889)	6,104,245	0	463,480
F. ENDING CASH (A + E)			17,727,681	17,192,596	16,873,525	16,644,168	16,212,626	15,881,695	15,543,766	14,913,080	14,391,905	13,778,302	13,164,700	12,527,811			
G. ENDING CASH, PLUS ACCRUALS																	**18,632,056**

LCFF Calculator Caveats

v.23.2c **11/21/2022**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

Average daily attendance used to calculate funding estimates are based on the language in the 2022-23 enacted state budget. These calculations have been reviewed with the CDE, but will not be referenced in the principal apportionment exhibits until the 2022-23 P1 attendance certification. As a result, LEA's will not be able to verify the results of their calculations against funding exhibits until March 2023. It is likely some Proxy ADA calculations may differ from final calculations. Adjustments to the calculator will be made at that time to ensure correlation with CDE final calculations.

NEW
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

NEW
2022-23

Average daily attendance used to calculate funding estimates are based on 2021-22 certified attendance. Per the CDE, funding per Section 123 of AB-181 will be funded as a separate categorical outside of the LCFF. As such the 2021-22 Proxy ADA calculation is not included in the calculations of LCFF funding.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:
-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:
Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v.23.2c **11/21/2022**

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

-Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.

- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration Grant.
- **2021-22 Attendance Recovery (Proxy ADA)** School districts must confirm compliance with the conditions established in section (a) of EC 42238.023 at the top of the attendance section to apply the 2021-22 Attendance recovery (Proxy ADA) calculations. Charter school's are funded outside of the LCFF, as such, the Proxy calculations are not incuded in the LCFF Calculation.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.

- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete **either** section (a) or (b).

- **Section (a)**: To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b)**: To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	50.00%	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	3.26%	0.00%	5.07%	13.26%	5.38%	4.02%	3.72%	3.47%
Statutory COLA	3.26%	2.31%	1.70%	6.56%	5.38%	4.02%	3.72%	3.47%
Augmentation/(COLA Suspension)	0.00%	-2.31%	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 2,813.00	$ 2,964.34	$ 3,083.51	$ 3,198.21	$ 3,309.19
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	16.08698870%	70.06785065%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	16.13801139%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
Local EPA Accrual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Local EPA Accrual - Prior Year								

https://www.cde.ca.gov/fg/aa/pa/epa.asp

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Is this a non-classroom based charter school? (select from drop down list): No

NOTE: 2021-22 proxy ADA adjustments do not apply to non-classroom based charters.

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list): 2021-22

(a) TRANSFER OF IN-LIEU PROPERTY TAX		Note: Charter schools should contact sponsoring district(s) for In-lieu estimate								*Source: Charter School LCFF Transition Calculation Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward - New line references*
I-4	F-6 / F-7	In-Lieu of Property Tax	557,685	626,708	106,848	215,760	226,548	237,876	249,770	262,258
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)										*Source: Charter School Unduplicated Pupil Percentage Exhibit*
A-1.2, A-2.2, A-3.2		Enrollment (second prior year)	13	26						
A-1.1, A-2.1, A-3.1		Enrollment (first prior year)	26	222						
A-1, A-2, A-3		Enrollment	222	485	201	194	204	214	225	236
B-1.2, B-2.2, B-3.2		Unduplicated Pupil Count (second prior year)	12	14						
B-1.1, B-2.1, B-3.1		Unduplicated Pupil Count (first prior year)	14	123						
B-1, B-2, B-3		Unduplicated Pupil Count	123	200	105	111	117	122	128	135
			3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
		Single Year Unduplicated Pupil Percentage	55.41%	41.24%	52.24%	57.22%	57.22%	57.22%	57.22%	57.22%
C-1		Unduplicated Pupil Percentage (%)	57.09%	45.98%	47.14%	47.27%	55.55%	57.22%	57.22%	57.22%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location										*Source: Charter School Unduplicated Pupil Percentage Exhibit*
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.										
D-3		Unduplicated Pupil Percentage (%)	54.07%	55.31%	58.75%	61.22%	61.22%	61.22%	61.22%	61.22%
		Unduplicated Pupil Percentage: Supplemental Grant	57.09%	45.98%	47.14%	47.27%	55.55%	57.22%	57.22%	57.22%
		Unduplicated Pupil Percentage: Concentration Grant	54.07%	45.98%	47.14%	47.27%	55.55%	57.22%	57.22%	57.22%
(d) AVERAGE DAILY ATTENDANCE (ADA)										*Source: Charter School LCFF Target Entitlement Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward*
ADA used for the Transitional Kindergarten Add-on ONLY:										
		TK								
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year										
B-1		Grades TK-3	7.11	7.11	25.69	13.88	14.57	15.30	16.07	16.87
B-2		Grades 4-6	35.76	35.76	29.04	27.22	28.58	30.01	31.51	33.09
B-3		Grades 7-8	158.06	158.06	33.87	22.88	24.02	25.23	26.49	27.81
B-4		Grades 9-12	1,089.23	1,089.23	109.77	353.99	371.69	390.27	409.79	430.28
		SUBTOTAL ADA	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05
		RATIO: ADA to Enrollment	5.81	2.66	0.99	2.15	2.15	2.15	2.15	2.15
(e) OTHER LCFF ADJUSTMENTS										*Source: Charter School LCFF Calculation Exhibit*
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.										
H-2		Miscellaneous Adjustments	$ -	$ -	$ -					
J-5		Minimum State Aid Adjustments	$ -	$ -	$ -					

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Method Schools, LA (137703)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) GENERAL QUESTIONS

	Is your district required to transfer in-lieu taxes to a charter school?	NO							
	Does your district have a necessary small school?	NO							

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES	

(c) PROPERTY TAXES

Source: School District Local Revenue Exhibit

C-1 A-6	Estimated Property Taxes (excluding RDA)	$ -	$ -	$ -						
B-5	Redevelopment Agency Local Revenue	$ -	$ -	$ -						
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	

(d) OTHER LCFF ADJUSTMENTS

Source: School District LCFF Transition Calculation Exhibit thru 2018-19 & New SD LCFF Calculation exhibit 2019-20 forward

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

H-2	Miscellaneous Adjustments	$ -	$ -	$ -						
J-5	Minimum State Aid Adjustments	$ -	$ -	$ -						

(e) UNDUPLICATED PUPIL PERCENTAGE

Source: School District Unduplicated Pupil Percentage Exhibit

A-1.2 / A-3.2	District Enrollment (second prior year)	-	-							
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-							
A-1 / A-3	District Enrollment	-	-	-						
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-							
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-							
A-2 / A-4	COE Enrollment	-	-	-						
	Total Enrollment	-	-	-	-	-	-	-	-	
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-							
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-							
B-1 / B-3	District Unduplicated Pupil Count	-	-	-						
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-							
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-							
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-						
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-	
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	

(f) AVERAGE DAILY ATTENDANCE (ADA)

Source: School District ADA Exhibit

ADA used for the Transitional Kindergarten Add-on ONLY:

	TK									

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.

Did your district comply with EC 42238.023 as required for the 2021-22 Attendance Recovery determination calculation (Proxy ADA)? Select Option

District ADA funded on greater of current or prior year

District ADA funded on current year Annual

	Current Year ADA: (P-2, Annual for Special Day Class Extended Year)									
B-1, D-6	Grades TK-3	-	-	-						
B-2, D-7	Grades 4-6	-	-	-						
B-3, D-8	Grades 7-8	-	-	-						
B-4, D-9	Grades 9-12	-	-	-						
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)									
E-1, D-17	Grades TK-3	-	-	-						
E-2, D-18	Grades 4-6	-	-	-						
E-3, D-19	Grades 7-8	-	-	-						
E-4, D-20	Grades 9-12	-	-	-						
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-	
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).									
	DISTRICT TOTAL	-	-	-	-	-	-	-	-	

LCFF CALCULATOR

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Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)								
E-6, E-11	**Grades TK-3**	-	-	-					
E-7, E-12	**Grades 4-6**	-	-	-					
E-8, E-13	**Grades 7-8**	-	-	-					
E-9, E-14	**Grades 9-12**	-	-	-					
	COUNTY TOTAL	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

CDE operations funded on current year

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter up to three years of prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).

- **2022-23: Enter prior year (2021-22) ADA for net charter shift**
- **2023-24: Enter prior year (2022-23) and second prior year (2021-22) ADA for net charter shift**
- **2024-25: Enter prior year (2023-24), second prior year (2022-23), and third prior year (2021-22) ADA for net charter shift**
- **2025-26 and forward: Enter three prior years ADA for net charter shift**

	Third prior year									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)								
A-7	**Grades 4-6**									
A-8	**Grades 7-8**									
A-9	**Grades 9-12**									
			-	-	-	-	-	-	-	-
A-11	**Grades TK-3**	ADA transfer: Student from Charter to District (cross fiscal year)								
A-12	**Grades 4-6**									
A-13	**Grades 7-8**									
A-14	**Grades 9-12**									
			-	-	-	-	-	-	-	-
	Second prior year									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)								
A-7	**Grades 4-6**									
A-8	**Grades 7-8**									
A-9	**Grades 9-12**									
			-	-	-	-	-	-	-	-
A-11	**Grades TK-3**	ADA transfer: Student from Charter to District (cross fiscal year)								
A-12	**Grades 4-6**									
A-13	**Grades 7-8**									
A-14	**Grades 9-12**									
			-	-	-	-	-	-	-	-
	Prior year (*Charter Shift legislative language suspended in fiscal years 2020-21 and 2021-22*)									
A-6	**Grades TK-3**	ADA transfer: Student from District to Charter (cross fiscal year)	-							
A-7	**Grades 4-6**		-							
A-8	**Grades 7-8**		-							
A-9	**Grades 9-12**		-							
			-	-	-	-	-	-	-	-
A-11	**Grades TK-3**	ADA transfer: Student from Charter to District (cross fiscal year)	-							
A-12	**Grades 4-6**		-							
A-13	**Grades 7-8**		-							
A-14	**Grades 9-12**		-							
			-	-	-	-	-	-	-	-
	Difference		-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.

1 **NSS #1** **School Code:**

Source: School District Necessary Small Schools Allowance Exhibit

A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
2	**NSS #2**							**School Code:**	
A-1	**Current Year P2 ADA: Grades TK-3**	-	-	-					
A-2	**Grades 4-6**	-	-	-					
A-3	**Grades 7-8**	-	-	-					
B-1	**Grades 9-12**	-	-	-					
	TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)	-	-	-					
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
3	**NSS #3**							**School Code:**	
A-1	**Current Year P2 ADA: Grades TK-3**	-	-	-					
A-2	**Grades 4-6**	-	-	-					
A-3	**Grades 7-8**	-	-	-					
B-1	**Grades 9-12**	-	-	-					
	TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)	-	-	-					
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
4	**NSS #4**							**School Code:**	
A-1	**Current Year P2 ADA: Grades TK-3**	-	-	-					
A-2	**Grades 4-6**	-	-	-					
A-3	**Grades 7-8**	-	-	-					
B-1	**Grades 9-12**	-	-	-					
	TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)	-	-	-					
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method
5	**NSS #5**							**School Code:**	
A-1	**Current Year P2 ADA: Grades TK-3**	-	-	-					
A-2	**Grades 4-6**	-	-	-					
A-3	**Grades 7-8**	-	-	-					
B-1	**Grades 9-12**	-	-	-					
	TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE** (round up to the full FTE)	-	-	-					
	Is this school eligible for NSS funding?	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:	**LCFF**	**LCFF**	**LCFF**	Select method	Select method	Select method	Select method	Select method

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

	1. Clear the prepopulated number '1' from the box located to the right	1
	2. Local calculation of total in-lieu property taxes	

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	**Charter Name**	
	Charter ADA by grade span	

LCFF CALCULATOR

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Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
2	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								

LCFF CALCULATOR

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Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
14	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
19	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
20	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
24	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
25	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
29	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
30	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

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	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
	Total ADA	-	-	-	-	-	-	-	-
34	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
39	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
40	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

www.cde.ca.gov/schooldirectory

	Method Schools, LA (137703)	PY3 2019-20	PY2 2020-21	PY1 2021-22	CY 2022-23	CY1 2023-24	CY2 2024-25	CY3 2025-26	CY4 2026-27
42	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
49	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

LCFF CALCULATOR

137703	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Method Schools, LA
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Sxhools LA 2022-23 2nd Interim
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thecbogroup.com
	Projection Date	Phone:	619-787-3305

USER NOTES

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		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
	Method Schools, LA (137703)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
50	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Winfield Schools, LS (107773) – Winfield Schools LS 2022-23 2nd Interim

LOCAL CONTROL FUNDING FORMULA

LCFF ENTITLEMENT CALCULATION

	PY	CY	1st Prior	2nd Prior	3rd Prior	4th Prior	5th Prior	6th Prior	7th Prior	8th Prior	9th Prior	10th Prior
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27				
Calculation Factors												
Grades TK-3	67,659	66,039	214,505	263,750	273,240	191,612	206,983	226,717				
Grades 4-6	511,855	505,190	263,501	277,198	271,993	305,158	376,274	208,791				
Grades 7-8	1,117,664	1,389,331	517,666	299,912	272,973	299,106	521,605	331,820				
Grades 9-12	2,110,503	2,166,512	1,216,135	1,454,154	1,472,998	1,566,699	1,590,651	1,538,742				
Subtotal Secondary Small School ADA and Funding	-	-	-	-	-	-	-	-				
Base, Grade Span, Supplemental, and Concentration Grant	$ 15,768,163	$ 270,278	$ 1,197,262	$ 5,189,184	$ 5,278,646	$ 6,238,033	$ 5,961,335	$ 7,098,075				
NSS Allowance	-	-	-	-	-	-	-	-				
TOTAL BASE	$ 15,768,163	$ 270,278	$ 1,197,262	$ 5,189,184	$ 5,278,646	$ 6,238,033	$ 5,961,335	$ 7,098,075				
ADD ONS:												
Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-				
Home to School Transportation (Also added commencing 2021-22)	-	-	-	-	-	-	-	-				
Small School District Bus Replacement Program (Also added commencing 2021-22)	-	-	-	-	-	-	-	-				
Transitional Kindergarten (Commencing 2021-22)	-	-	-	-	-	-	-	-				
ECONOMIC RECOVERY TARGET PAYMENT	$ 15,410,079	$ 15,145,580	$ 2,060,817	$ 5,861,054	$ 5,728,944	$ 6,238,033	$ 6,001,207	$ 7,098,075				
LCFF ENTITLEMENT	$ 15,410,079	$ 15,145,580	$ 2,060,817	$ 5,861,054	$ 5,728,944	$ 6,238,033	$ 6,001,207	$ 7,098,075				
MINIMUM STATE AID CALCULATION												
Miscellaneous Adjustments	-	-	-	-	-	-	-	-				
Adjusted LCFF Entitlement	15,410,079	15,145,580	2,060,817	5,861,054	5,728,944	6,238,033	6,001,207	7,098,075				
Local Revenue (Locking Also)	(537,680)	(606,700)	(106,648)	(231,760)	(224,568)	(237,876)	(249,731)	(262,259)				
Gross State Aid	$ 14,872,399	$ 14,538,879	$ 1,953,969	$ 5,629,294	$ 5,504,376	$ 6,000,157	$ 5,951,476	$ 6,835,816				
MINIMUM STATE AID CALCULATION	22-23 Rate	2023-24 ADA	N/A	23-24 Rate	2024-25 ADA	N/A	24-25 Rate	2025-26 ADA	N/A	25-26 Rate	2026-27 ADA	N/A
2012-13 NLC/Charter-Gen BG adjusted for ADA	$ -	1,299.16	$ -	$ -	1,299.16	$ -	$ -	317.97	$ -	$ -	463.41	$ -
2012-13 NSS Allowance (Will Grow)	$ -		-	$ -		-	$ -		-	$ -		-
Minimum State Aid Adjustments			-			-			-			-
Less Current Year Property Taxes/In Lieu			(537,680)			(606,700)			(231,760)			(224,568)
Charter-General Block Grant adjusted for Charter-General BG			-			-			-			-
Categorical Funding from 2012-13 net of fair share reduction			-			-			-			-
Charter School Categorical Block Grant adjusted for ADA			-			-			-			-
Minimum State Aid Guarantee Before Proration Factor			-			-			-			-
Proration Factor			0.00%			0.00%			0.00%			0.00%
Minimum State Aid Guarantee			-			-			-			-
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement	15,410,079	15,145,580	2,060,817	5,861,054	5,728,944	6,238,033	6,001,207	7,098,075				
Minimum State Aid plus Property Taxes including RDA	537,680	606,700	106,648	231,760	224,568	237,876	249,731	262,259				
Offset	-	-	-	-	-	-	-	-				
Minimum State Aid Prior to Offset	-	-	-	-	-	-	-	-				
Total Minimum State Aid with Offset	-	-	-	-	-	-	-	-				
GROSS STATE AID	$ 14,872,399	$ 14,538,879	$ 1,953,969	$ 5,629,294	$ 5,504,376	$ 6,000,157	$ 5,951,476	$ 6,835,816				
ADDITIONAL STATE AID	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -				
LCFF Entitlement (Before COE transfer, Charter & Charter Supplemental)	$ 15,410,079	$ 15,145,580	$ 2,060,817	$ 5,861,054	$ 5,728,944	$ 6,238,033	$ 6,001,207	$ 7,098,075				
Change Over Prior Year		-1.99% (267,496)	10,152	12,184	12,684	614,593	10.61% 607,709	8.91% 564,816	14,263	14,719		
LCFF Entitlement Per ADA	$ 10,396	10,180	10,152	12,184	12,684	13,052	13,752					
Per ADA Change Over Prior Year		-1.99% (207)	0.42% 63	18.65% 1,912	7.12% 860	2.90% 367	5.36% 697	3.72% 512	5.48% 456	-		
Basic Aid Status (school districts only)	-	-	-	-	-	-	-	-				
LCFF SOURCES INCLUDING EXCESS TAXES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27				
State Aid	$ 10,872,719	-0.87% Increase (106,180)	$ 10,266,539	-65.39% Increase (10,347,374)	$ 1,919,167	150.05% Increase 2,879,108	$ 4,798,275	10.97% Increase 591,994	$ 5,414,269	9.12% Increase 538,302	$ 5,952,571	8.96% Increase 539,287	$ 6,491,858
Education Protection Account	298,084	258,010	40,032	81,594	47,773	50,142	96,775						101,609
Property Taxes Net of In Lieu Transfers	-	0.00% -	0.00% -	0.00% -	0.00% -	0.00% -	0.00% -						-
Charter In-Lieu Taxes	537,680	12.88% 69,020	606,700	-62.96% (619,800)	106,648	101.90% 108,712	5.00% 215,760	5.00% 11,527	227,876	0.00% 11,894	239,770	5.00% 12,488	252,259
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	$ 11,108,483	-5.96% (267,660)	$ 10,913,271	-62.07% (10,885,906)	$ 2,060,817	152.60% 3,038,132	$ 5,061,035	10.61% 607,709	$ 5,668,744	8.91% 550,196	$ 6,192,341	8.65% 551,775	$ 6,744,116

USER NOTES

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

EDUCATION PROTECTION ACCOUNT

USER NOTES

	Certification Period:	P-2 2019-20	Est. Annual 2019-20	P2 2020-21	Est. Annual 2020-21	P2 2021-22	Est. Annual 2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT												
A-1	Total ADA for EPA Minimum	1,290.33	1,290.16	1,290.16	1,290.16	198.37	201.01	417.97	438.87	460.81	483.85	508.05
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 258,066	*$ 258,032*	$ 258,032	$ 258,032	$ 39,674	$ 40,202	$ 83,594	$ 87,774	$ 92,162	$ 96,771	$ 101,609
EPA PROPORTIONATE SHARE CAP												
B1,B4	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B2,B5	Current Year Funded ADA, excluding NSS		1,290.16		1,290.16	201.01	201.01	417.97	438.87	460.81	483.85	508.05
B-7	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		-		-	-	-	-	-	-	-	-
B-8	Current Year Funded ADA, including NSS		1,290.16		1,290.16	201.01	201.01	417.97	438.87	460.81	483.85	508.05
	Adjusted Total Revenue Limit		*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
	Current Year Adjusted NSS Allowance		*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B-12	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-13	Local Revenue/In-Lieu of Property Taxes	*$ 547,074*	$ 557,685	$ 602,518	$ 626,708	$ 106,848	$ 106,848	$ 215,760	$ 226,548	$ 237,876	$ 249,770	$ 262,258
B-14	EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	*$ -*	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	16.08698870%	*N/A*	70.06785065%	*N/A*	73.31789035%	*N/A*	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ -*	*$ -*	$ -	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	*$ 258,066*	*$ 258,032*	$ 258,032	$ 258,032	$ 39,674	$ 40,202	$ 83,594	$ 87,774	$ 92,162	$ 96,771	$ 101,609
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$ -	$ -	$ -	$ -	$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*258,066*	*258,032*	258,032	258,032	39,674	40,202	83,594	87,774	92,162	96,771	101,609
D-4	Prior Year Annual Adjustment	*$ -*	-	*$ -*	-	*$ 0*	*0*	528				
D-5	P2 Entitlement Net of PY Adjustment	*$ 258,066*	*258,032*	*$ 258,032*	*258,032*	$ 39,674	*40,202*	84,122	87,774	92,162	96,771	101,609
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	16.13801139%	16.13801139%	82.74488538%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*$ 258,066*		*$ 258,032*		*$ 40,202*	*N/A*	*83,594*	*87,774*	*92,162*	*96,771*	*101,609*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

User Notes

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*13.26%*	*5.38%*	*4.02%*	*3.72%*	*3.47%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$ 11,768,143	$ 11,768,143	$ 1,832,983	$ 4,529,666	$ 5,011,924	$ 5,473,952	$ 5,961,593	$ 6,476,895
Grade Span Adjustment	270,378	270,378	50,281	115,531	127,641	139,319	151,827	165,208
Supplemental Grant	1,374,558	1,107,062	177,553	439,157	571,005	642,383	699,620	760,123
Concentration Grant	-	-	-	-	18,374	80,999	88,217	95,845
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-ons: Transitional Kindergarten				-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$ 13,413,079**	**$ 13,145,583**	**$ 2,060,817**	**$ 5,084,354**	**$ 5,728,944**	**$ 6,336,653**	**$ 6,901,257**	**$ 7,498,071**
Miscellaneous Adjustments	-	-	-					
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**13,413,079**	**13,145,583**	**2,060,817**	**5,084,354**	**5,728,944**	**6,336,653**	**6,901,257**	**7,498,071**
LCFF Entitlement Per ADA	**$ 10,396**	**$ 10,189**	**$ 10,252**	**$ 12,164**	**$ 13,054**	**$ 13,751**	**$ 14,263**	**$ 14,759**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ 12,597,328	$ 12,260,843	$ 1,913,767	$ 4,785,000	$ 5,414,622	$ 6,006,615	$ 6,554,716	$ 7,134,204
EPA (for LCFF Calculation purposes)	$ 258,066	$ 258,032	$ 40,202	$ 83,594	$ 87,774	$ 92,162	$ 96,771	$ 101,609
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	557,685	626,708	106,848	215,760	226,548	237,876	249,770	262,258
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**13,413,079**	**13,145,583**	**2,060,817**	**5,084,354**	**5,728,944**	**6,336,653**	**6,901,257**	**7,498,071**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**13,413,079**	**13,145,583**	**2,060,817**	**5,084,354**	**5,728,944**	**6,336,653**	**6,901,257**	**7,498,071**
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	82.74488538%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%	73.31789035%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	73.31789035%	42.11134218%	42.11134218%	42.11134218%	42.11134218%	42.11134218%
EPA (for LCFF Calculation purposes)	$ 258,066	$ 258,032	$ 40,202	$ 83,594	$ 87,774	$ 92,162	$ 96,771	$ 101,609
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ 258,032	$ 258,032	$ 40,202	$ 83,594	$ 87,774	$ 92,162	$ 96,771	$ 101,609
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ 0.00	$ 528.00				
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ 12,038,521	$ 12,038,521	$ 1,883,264	$ 4,645,197	$ 5,139,565	$ 5,613,271	$ 6,113,420	$ 6,642,103
Supplemental and Concentration Grant funding in the LCAP year	$ 1,374,558	$ 1,107,062	$ 177,553	$ 439,157	$ 589,379	$ 723,382	$ 787,837	$ 855,968
Percentage to Increase or Improve Services	11.42%	9.20%	9.43%	9.45%	11.47%	12.89%	12.89%	12.89%
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	222	485	201	194	204	214	225	236
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**222**	**485**	**201**	**194**	**204**	**214**	**225**	**236**
Unduplicated Pupil Count	123	200	105	111	117	122	128	135
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**123**	**200**	**105**	**111**	**117**	**122**	**128**	**135**
Rolling %, Supplemental Grant	57.0900%	45.9800%	47.1400%	47.2700%	55.5500%	57.2200%	57.2200%	57.2200%
Rolling %, Concentration Grant	54.0700%	45.9800%	47.1400%	47.2700%	55.5500%	57.2200%	57.2200%	57.2200%
SUMMARY OF LCFF ADA								
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS				-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

User Notes

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS				-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3				-	-	-	-	-
Grades 4-6				-	-	-	-	-
Grades 7-8				-	-	-	-	-
Grades 9-12				-	-	-	-	-
LCFF Subtotal				-	-	-	-	-
NSS				-	-	-	-	-
Combined Subtotal				-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	7.11	7.11	25.69	13.88	14.57	15.30	16.07	16.87
Grades 4-6	35.76	35.76	29.04	27.22	28.58	30.01	31.51	33.09
Grades 7-8	158.06	158.06	33.87	22.88	24.02	25.23	26.49	27.81
Grades 9-12	1,089.23	1,089.23	109.77	353.99	371.69	390.27	409.79	430.28
LCFF Subtotal	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05
NSS	-	-	-	-	-	-		
Combined Subtotal	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05
Change in LCFF ADA (excludes NSS ADA)	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF and apportioned as a one-time categorical funding.								
Yield Calculation								
Total ADA	1,290.16		198.37					
Total Enrollment	222.00		201.00					
Attendance Yield	100.0000%		98.6915%					
Quotient			1.0133					
2021-22 Proxy ADA								
Grades TK-3			26.03					
Grades 4-6			29.43					
Grades 7-8			34.32					
Grades 9-12			111.23					
Subtotal			201.01					
NSS								
Combined Subtotal								
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	7.11	7.11	26.03	13.88	14.57	15.30	16.07	16.87
Grades 4-6	35.76	35.76	29.43	27.22	28.58	30.01	31.51	33.09
Grades 7-8	158.06	158.06	34.32	22.88	24.02	25.23	26.49	27.81
Grades 9-12	1,089.23	1,089.23	111.23	353.99	371.69	390.27	409.79	430.28
Subtotal	1,290.16	1,290.16	201.01	417.97	438.87	460.81	483.85	508.05
	Current	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

User Notes

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	7.11	7.11	25.69	13.88	14.57	15.30	16.07	16.87
Grades 4-6	35.76	35.76	29.04	27.22	28.58	30.01	31.51	33.09
Grades 7-8	158.06	158.06	33.87	22.88	24.02	25.23	26.49	27.81
Grades 9-12	1,089.23	1,089.23	109.77	353.99	371.69	390.27	409.79	430.28
Total Actual ADA	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05
TOTAL FUNDED ADA								
Grades TK-3	7.11	7.11	26.03	13.88	14.57	15.30	16.07	16.87
Grades 4-6	35.76	35.76	29.43	27.22	28.58	30.01	31.51	33.09
Grades 7-8	158.06	158.06	34.32	22.88	24.02	25.23	26.49	27.81
Grades 9-12	1,089.23	1,089.23	111.23	353.99	371.69	390.27	409.79	430.28
Total	**1,290.16**	**1,290.16**	**201.01**	**417.97**	**438.87**	**460.81**	**483.85**	**508.05**
Funded Difference (Funded ADA less Actual ADA)	-	-	*2.64*	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA								
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 9,474	$ 9,285	$ 9,777	$ 11,076	$ 11,887	$ 12,521	$ 12,988	$ 13,438
Grades 4-6	$ 8,711	$ 8,537	$ 8,990	$ 10,184	$ 10,929	$ 11,513	$ 11,941	$ 12,355
Grades 7-8	$ 8,969	$ 8,790	$ 9,255	$ 10,486	$ 11,253	$ 11,854	$ 12,296	$ 12,722
Grades 9-12	$ 10,665	$ 10,452	$ 11,005	$ 12,468	$ 13,379	$ 14,094	$ 14,619	$ 15,127
Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 9,166	$ 9,659	$ 10,047	$ 10,421	$ 10,783
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 11,102	$ 11,699	$ 12,169	$ 12,622	$ 13,060
Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 953	$ 1,005	$ 1,045	$ 1,084	$ 1,121
Grades 9-12	$ 243	$ 243	$ 255	$ 289	$ 304	$ 316	$ 328	$ 340
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 10,119	$ 10,664	$ 11,092	$ 11,505	$ 11,904
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 11,391	$ 12,003	$ 12,485	$ 12,950	$ 13,400
Prorated Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 9,166	$ 9,659	$ 10,047	$ 10,421	$ 10,783
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 9,304	$ 9,805	$ 10,199	$ 10,578	$ 10,945
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 9,580	$ 10,095	$ 10,501	$ 10,892	$ 11,270
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 11,102	$ 11,699	$ 12,169	$ 12,622	$ 13,060
Prorated Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 953	$ 1,005	$ 1,045	$ 1,084	$ 1,121
Grades 9-12	$ 243	$ 243	$ 255	$ 289	$ 304	$ 316	$ 328	$ 340
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,701	$ 1,701	$ 1,787	$ 2,024	$ 2,133	$ 2,218	$ 2,301	$ 2,381
Grades 4-6	$ 1,564	$ 1,564	$ 1,643	$ 1,861	$ 1,961	$ 2,040	$ 2,116	$ 2,189
Grades 7-8	$ 1,610	$ 1,610	$ 1,692	$ 1,916	$ 2,019	$ 2,100	$ 2,178	$ 2,254
Grades 9-12	$ 1,914	$ 1,914	$ 2,011	$ 2,278	$ 2,401	$ 2,497	$ 2,590	$ 2,680
Actual - 1.00 ADA, Local UPP as follows:	*57.09%*	*45.98%*	*47.14%*	*47.27%*	*55.55%*	*57.22%*	*57.22%*	*57.22%*
Grades TK-3	$ 971	$ 782	$ 842	$ 957	$ 1,185	$ 1,269	$ 1,317	$ 1,362
Grades 4-6	$ 893	$ 719	$ 775	$ 880	$ 1,089	$ 1,167	$ 1,211	$ 1,253
Grades 7-8	$ 919	$ 740	$ 797	$ 906	$ 1,122	$ 1,202	$ 1,246	$ 1,290
Grades 9-12	$ 1,093	$ 880	$ 948	$ 1,077	$ 1,334	$ 1,429	$ 1,482	$ 1,533
Concentration Grant (>55% population)	50%	50%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 4,252	$ 4,252	$ 5,808	$ 6,577	$ 6,932	$ 7,210	$ 7,478	$ 7,738
Grades 4-6	$ 3,909	$ 3,909	$ 5,340	$ 6,048	$ 6,373	$ 6,629	$ 6,876	$ 7,114
Grades 7-8	$ 4,025	$ 4,025	$ 5,498	$ 6,227	$ 6,562	$ 6,826	$ 7,080	$ 7,326
Grades 9-12	$ 4,786	$ 4,786	$ 6,537	$ 7,404	$ 7,802	$ 8,115	$ 8,418	$ 8,710
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.5500%*	*2.2200%*	*2.2200%*	*2.2200%*
Grades TK-3	$ -	$ -	$ -	$ -	$ 38	$ 160	$ 166	$ 172
Grades 4-6	$ -	$ -	$ -	$ -	$ 35	$ 147	$ 153	$ 158
Grades 7-8	$ -	$ -	$ -	$ -	$ 36	$ 152	$ 157	$ 163
Grades 9-12	$ -	$ -	$ -	$ -	$ 43	$ 180	$ 187	$ 193

Method Schools, LA (137703) - Method Sahools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not offsetted by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES	2019-20		15/16 deficited rate
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	163,900	113,211
25 - 48	2	327,800	226,422
49 - 72	3	491,700	339,632
73 - 96	4	655,600	452,843
High School			
1 - 19	1	131,045	91,898
1 - 19	2	266,090	183,796
1 - 19	3	595,360	408,558
20 - 38	4	724,405	501,156
39 - 57	5	857,450	592,054
58 - 71	6	990,495	682,952
72 - 86	7	1,123,540	775,850
87 - 100	8	1,256,585	867,748
101 - 114	9	1,389,630	959,645
115 - 128	10	1,522,675	1,051,543
130 - 143	11	1,655,720	1,143,441
144 - 171	12	1,788,765	1,235,339
172 - 210	13	1,921,810	1,327,237
211 - 248	14	2,054,855	1,419,135
249 - 286	15	2,187,900	1,511,032
NSS Add-on per ADA		-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42238). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.26%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	971	-
Grades 4-6	7,818	-	893	-
Grades 7-8	8,050	-	919	-
Grades 9-12	9,329	243	1,055	-

ADA & NSS FTE — 2019-20 — NPS, CDS, & CDE operated

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Third PY ADA (net of charter shift)						
Grades TK-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
Third PRIOR YEAR ADA						
Third PY NUMBER OF FTE						
Second PY ADA (net of charter shift)						
Grades TK-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
Second PRIOR YEAR ADA						
Second PY NUMBER OF FTE						
PRIOR YEAR ADA (net of charter shift)						
A-1 Grades TK-3	-	-	-	-	-	
A-2 Grades 4-6	-	-	-	-	-	
A-3 Grades 7-8	-	-	-	-	-	
A-4, B-1 Grades 9-12	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	
A-5, B-2 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)						
Grades TK-3						
Grades 4-6						
Grades 7-8						
Grades 9-12						
3 PY AVERAGE ADA	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE						
CURRENT YEAR ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE						

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility in a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level =0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding					
NSS ADA Grades TK-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

2019-20

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Funded P2 NSS ADA and NSS Allowances						
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2016-17						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2017-18						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funding based on						*Current year*
TOTAL Funded ADA						-
Total NSS Allowance						-

To be used starting in 22/23 calculations

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-					-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2019-20		15/16 deficited rate
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	163,900	113,211
25 - 48	2	327,800	226,422
49 - 72	3	491,700	339,632

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42238). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum overall funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2019-20 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)																																
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement																																
Transportation																																
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.BL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical BL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal BL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2019-20 RESULTS																																
Max funding is:	-				**LCFF ADA:**																											
					Funded NSS ADA:																											
Best option is:	1				**District ADA:**																											

2020-21 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

73 - 96	4	655,600	452,843
High School			
1 - 19	1	133,045	91,898
1 - 19	2	266,090	183,796
1 - 19	3	591,360	408,259
20 - 38	4	724,405	500,156
39 - 57	5	857,450	592,054
58 - 71	6	990,495	683,952
72 - 86	7	1,123,540	775,850
87 - 100	8	1,256,585	867,748
101 - 114	9	1,389,630	959,645
115 - 129	10	1,522,675	1,051,543
130 - 143	11	1,655,720	1,143,441
144 - 171	12	1,788,765	1,235,339
172 - 210	13	1,921,810	1,327,237
211 - 248	14	2,054,855	1,419,135
249 - 286	15	2,187,900	1,511,032
NSS Add-on per ADA		-	-

COLA 0.00%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	782	-
Grades 4-6	7,818	-	719	-
Grades 7-8	8,050	-	740	-
Grades 9-12	9,329	243	880	-

ADA & NSS FTE — 2020-21

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE							
Second PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Second PRIOR YEAR ADA							
Second PY NUMBER OF FTE							
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3						-	
Grades 4-6						-	
Grades 7-8						-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level					-
NSS Allowance using 3 PY average					-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3					-
Grades 4-6					
Grades 7-8					-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2020-21

Funded P2 NSS ADA and NSS Allowances (2020-21)		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2017-18						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA						-	-
Second Prior Year	2018-19						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
NSS ADA							
Grades TK-3						-	-
Grades 4-6						-	-
Grades 7-8						-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

Funding based on — *Current year*
TOTAL Funded ADA -
Total NSS Allowance -

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates Base	Rates Grade Span	Amounts Base	Amounts Grade Span	Total
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES 2021-22 ADA	Level / # FTE	Allowance	12/13 deficited rate (adj. for COLA)
Elementary			
1 - 24	1	172,200	131,300
25 - 48	2	344,400	262,600
49 - 72	3	516,600	393,900
73 - 96	4	688,800	525,200
High School			
1 - 19	1	139,795	106,575
1 - 19	2	279,590	213,150
1 - 19	3	621,060	473,400
20 - 38	4	760,855	579,975

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 5.07%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2020-21 RESULTS			
Max funding is:	-	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

2021-22 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

To be used starting in 22/23 calculations

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA	Level	Allowance	12/13 def. rate + COLA for EPA
39 - 57	5	900,650	686,550
58 - 71	6	1,040,445	793,125
72 - 86	7	1,180,240	899,700
87 - 100	8	1,320,035	1,006,275
101 - 114	9	1,459,830	1,112,850
115 - 129	10	1,599,625	1,219,425
130 - 143	11	1,739,420	1,326,000
144 - 171	12	1,879,215	1,432,575
172 - 210	13	2,019,010	1,539,150
211 - 248	14	2,158,805	1,645,725
249 - 286	15	2,298,600	1,752,300
NSS Add-on per ADA		-	-

Grades TK-3	8,093	842	842	-
Grades 4-6	8,215	-	775	-
Grades 7-8	8,458	-	797	-
Grades 9-12	9,802	255	948	-

ADA & NSS FTE	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
			2021-22				
Third PY ADA (net of charter shift)							
Grades TK-3							
Grades 4-6							
Grades 7-8							
Grades 9-12							
Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE							
Second PY ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE							
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3						-	
Grades 4-6						-	
Grades 7-8						-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA *Quotient*	*1.0133*						
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level					-
NSS Allowance using 3 PY average					-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3					-
Grades 4-6					-
Grades 7-8					-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22

Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
				2021-22			
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2018-19						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA						-	-
Second Prior Year	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
NSS ADA							
Grades TK-3							-
Grades 4-6							-
Grades 7-8							-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

Funding based on	*Current year*
TOTAL Funded ADA	-
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates Base	Rates Grade Span	Amounts Base	Amounts Grade Span	Total
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES 2022-23 ADA	Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
Elementary			
1 - 24	1	240,506	139,913
25 - 48	2	476,004	279,827
49 - 72	3	711,608	419,740
73 - 96	4	947,212	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	957	-
Grades 4-6	9,304	-	880	-
Grades 7-8	9,580	-	906	-
Grades 9-12	11,102	289	1,077	-

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

To be used starting in 22/23 calculations

Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
If funded on prior year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
If funded on current year: Allowances	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Which is greater?	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of PY or CY)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

To be used starting in 22/23 calculations

2021-22 RESULTS		
Max funding is:	-	**LCFF ADA:** -
		Funded NSS ADA: -
Best option is:	1	**District ADA:** -

2022-23 COMPARISON																																
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

130 - 143	11	1,853,526	1,412,986
144 - 171	12	1,894,743	1,526,552
172 - 210	13	2,325,565	1,640,118
211 - 248	14	2,745,412	1,753,685
249 - 286	15	3,164,832	1,867,251
NSS Add-on per ADA		-	-

2022-23

ADA & NSS FTE		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		0	0	0	0	0
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3					
		Grades 4-6					
		Grades 7-8					
		Grades 9-12					
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

2022-23

Funded P2 NSS ADA and NSS Allowances			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			Select method	Select method	Select method	Select method	Select method	
NSS Allowance								
Third Prior Year		2019-20						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2020-21						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**		-	-	-	-	-	
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2023-24		
ADA	Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
	Elementary		
1 - 24	1	253,445	147,440
25 - 48	2	501,613	294,882
49 - 72	3	749,893	442,322
73 - 96	4	998,172	589,762
	High School		
1 - 19	1	220,206	119,676
1 - 19	2	313,960	239,353
1 - 19	3	697,407	531,595
20 - 38	4	854,386	651,271
39 - 57	5	1,011,367	770,947
58 - 71	6	1,168,346	890,623
72 - 86	7	1,325,326	1,010,299
87 - 100	8	1,482,306	1,129,976
101 - 114	9	1,639,286	1,249,652
115 - 129	10	1,796,265	1,369,328
130 - 143	11	1,953,246	1,489,005
144 - 171	12	1,996,680	1,608,680
172 - 210	13	2,450,680	1,728,356
211 - 248	14	2,893,115	1,848,033
249 - 286	15	3,335,100	1,967,709
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	5.38%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,659	1,005	1,185	38
Grades 4-6	9,805	-	1,089	35
Grades 7-8	10,095	-	1,122	36
Grades 9-12	11,699	304	1,334	43

2023-24

ADA & NSS FTE	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2022-23 RESULTS				
	Max funding is:	-	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	1	**District ADA:**	-

2023-24 COMPARISON																																
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sahools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2020-21	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	Third PRIOR YEAR ADA				-	-	-
Third PY NUMBER OF ITE							
Second PY ADA (net of charter shift)							
2021-22	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	Second PRIOR YEAR ADA	-	-	-	-	-	-
Second PY NUMBER OF ITE							
PRIOR YEAR ADA (net of charter shift)							
2022-23	Grades TK-3	-					
	Grades 4-6	-					
	Grades 7-8	-					
	Grades 9-12	-					
	PRIOR YEAR ADA				-	-	-
PRIOR YEAR NUMBER OF ITE							
THREE PRIOR YEAR AVERAGE (net of charter shift)							
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	2 PY AVERAGE ADA	-	-	-	-	-	-
2 PRIOR YEAR NUMBER OF ITE							
CURRENT YEAR ADA							
	Grades TK-3						-
	Grades 4-6						-
	Grades 7-8						-
	Grades 9-12						-
	CURRENT YEAR ADA	-	-	-	-	-	-
CURRENT YEAR NUMBER OF ITE							

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0.0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3					
Grades 4-6					
Grades 7-8					
Grades 9-12					
Total					
NSS allowance Level	-	-	-	-	-

2023-24		2022-23					
Funded P2 NSS ADA and NSS Allowances		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2020-21						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2021-22						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2022-23						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,659	1,065	-	-	-
Grades 4-6	-	9,805	-	-	-	-
Grades 7-8	-	10,095	-	-	-	-
Grades 9-12	-	11,699	304	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2024-25		12/13 def. rate + COLA for EPA
ADA	**LEVEL / # FTE Elementary**	**Allowance**	
1 - 24	1	263,633	153,367
25 - 48	2	521,779	306,736
49 - 72	3	780,039	460,103
73 - 96	4	1,038,299	613,470
	High School		
1 - 19	1	229,058	124,487
1 - 19	2	326,583	248,975
1 - 19	3	721,443	512,965
20 - 38	4	888,732	677,452
39 - 57	5	1,052,024	801,930
58 - 71	6	1,215,314	926,426
72 - 86	7	1,378,604	1,050,913
87 - 100	8	1,541,895	1,175,401
101 - 114	9	1,705,185	1,299,888
115 - 129	10	1,868,475	1,424,375
130 - 143	11	2,031,766	1,548,863
144 - 171	12	2,076,947	1,673,349
172 - 210	13	2,549,397	1,797,836
211 - 248	14	3,009,458	1,922,324
249 - 286	15	3,469,171	2,046,811
		-	
NSS Add-on per ADA		-	

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	6.02%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,047	1,065	1,269	160
Grades 4-6	10,199	-	1,167	147
Grades 7-8	10,503	-	1,202	152
Grades 9-12	12,168	316	1,429	180

ADA & NSS FTE			2024-25				NPS, CDS, & CDE operated
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Third PY ADA (net of charter shift)							
2021-22	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	Third PRIOR YEAR ADA				-	-	-
Third PY NUMBER OF ITE							
Second PY ADA (net of charter shift)							
2022-23	Grades TK-3	-					
	Grades 4-6	-					
	Grades 7-8	-					

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum overall funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2 PY Average ADA (net of charter shift & NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 2 PY Average ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA		No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & CDE-operated ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																		
	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																		
NSS Allowance																																		
	Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)																																		
Base		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																		
LCFF Funding																																		
	Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	In-lieu to charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2023-24 RESULTS	**Max funding is:**	-				**LCFF ADA:**	-																									
						Funded NSS ADA:	-																									
	Best option is:	1				**District ADA:**	-																									

2024-25 COMPARISON																																
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA								
	Grades TK-3							-
	Grades 4-6							-
	Grades 7-8							-
	Grades 9-12							-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3					
	Grades 4-6					
	Grades 7-8					
	Grades 9-12					
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2024-25

Funded P2 NSS ADA and NSS Allowances		2024-25 NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
NSS Allowance							
Third Prior Year	2021-22						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2022-23						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates: Base	Rates: Grade Span	Amounts: Base	Amounts: Grade Span	Total
Grades TK-3	-	10,047	1,045	-	-	-
Grades 4-6	-	10,199	-	-	-	-
Grades 7-8	-	10,501	-	-	-	-
Grades 9-12	-	12,169	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2025-26		12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	273,440	159,072
25 - 48	2	541,188	318,147
49 - 72	3	809,056	477,219
73 - 96	4	1,076,924	636,291
High School			
1 - 19	1	237,579	129,118
1 - 19	2	338,730	258,237
1 - 19	3	752,429	573,535
20 - 38	4	921,793	702,653
39 - 57	5	1,091,159	831,771
58 - 71	6	1,260,524	960,889
72 - 86	7	1,429,888	1,090,007
87 - 100	8	1,599,253	1,219,126
101 - 114	9	1,768,618	1,348,244
115 - 129	10	1,937,982	1,477,362
130 - 143	11	2,107,348	1,606,481
144 - 171	12	2,154,209	1,735,598
172 - 210	13	2,644,027	1,864,715
211 - 248	14	3,121,368	1,993,834
249 - 286	15	3,598,224	2,122,952
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.72%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,421	1,084	1,317	166
Grades 4-6	10,578	-	1,211	153
Grades 7-8	10,892	-	1,246	157
Grades 9-12	12,622	328	1,482	187

ADA & NSS FTE		2025-26 DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-						
	Grades 4-6	-						
	Grades 7-8	-						
	Grades 9-12	-						
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2024-25 RESULTS				
	Max funding is:	-	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	1	**District ADA:**	-

2025-26 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA							
Grades TK-3							-
Grades 4-6							-
Grades 7-8							-
Grades 9-12							-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE							

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Add-on using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Funding	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS ADA Grades TK-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 4-6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 7-8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 9-12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS allowance Level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2025-26 — 2025-26

Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	Select method	Select method	Select method	Select method	Select method	
NSS Allowance						
Third Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates: Base	Rates: Grade Span	Amounts: Base	Amounts: Grade Span	Total
Grades TK-3	-	10,421	1,084	-	-	-
Grades 4-6	-	10,578	-	-	-	-
Grades 7-8	-	10,892	-	-	-	-
Grades 9-12	-	12,622	328	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES ADA	2026-27 Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
Elementary			
1 - 24	1	282,928	164,592
25 - 48	2	559,967	329,187
49 - 72	3	837,130	493,778
73 - 96	4	1,114,293	658,370
High School			
1 - 19	1	245,823	133,598
1 - 19	2	350,484	267,198
1 - 19	3	778,538	593,437
20 - 38	4	953,779	727,035
39 - 57	5	1,129,022	860,633
58 - 71	6	1,304,264	994,232
72 - 86	7	1,479,505	1,127,830
87 - 100	8	1,654,747	1,261,430
101 - 114	9	1,829,989	1,395,028
115 - 129	10	2,005,230	1,528,626
130 - 143	11	2,180,473	1,662,226
144 - 171	12	2,228,960	1,795,823
172 - 210	13	2,735,775	1,929,421
211 - 248	14	3,229,679	2,063,020
249 - 286	15	3,723,082	2,196,618
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA 3.47%
Proration Factor 0.00%

LCFF Rates per ADA	Base	Gr Span	Supp	Concen
Grades TK-3	10,783	1,121	1,362	172
Grades 4-6	10,945	-	1,253	158
Grades 7-8	11,270	-	1,290	163
Grades 9-12	13,060	340	1,533	193

ADA & NSS FTE (2026-27)	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							
2023-24 Grades TK-3	-						
Grades 4-6	-						
Grades 7-8	-						
Grades 9-12	-						
Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE							
Second PY ADA (net of charter shift)							
2024-25 Grades TK-3	-						
Grades 4-6	-						
Grades 7-8	-						
Grades 9-12	-						
Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE							
PRIOR YEAR ADA (net of charter shift)							
2025-26 Grades TK-3	-						
Grades 4-6	-						
Grades 7-8	-						
Grades 9-12	-						
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE							
THREE PRIOR YEAR AVERAGE (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
CURRENT YEAR ADA							
Grades TK-3							-
Grades 4-6							-

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2025-26 RESULTS			
Max funding is:	-	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	1	**District ADA:**	-

2026-27 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Grades 7-8							-
Grades 9-12							-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE							

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Add-on using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total NSS Allowance using 3 PY average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS Funding	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS ADA Grades TK-3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 4-6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 7-8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grades 9-12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
NSS allowance Level	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

2026-27

2026-27 **Funded P2 NSS ADA and NSS Allowances**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	Select method	Select method	Select method	Select method	Select method	
NSS Allowance						
Third Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2026-27						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,783	1,121	-	-	-
Grades 4-6	-	10,945	-	-	-	-
Grades 7-8	-	11,270	-	-	-	-
Grades 9-12	-	13,060	340	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the distrct) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional State Aid to Meet the Minimum Guarantee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ENTITLEMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2026-27 RESULTS				
	Max funding is:	-	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	1	**District ADA:**	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Local Property Taxes (w/out RDA)	$ -	$ -	$ -					
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
10	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
11	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-

USER NOTES

NOTE: Data pulls in funded ADA from Summary tab, this will include Proxy ADA adjustments for 2021-22

NOTE: Data pulls from the Data Entry tab where users should enter 2021-22 ADA (Proxy ADA if applicable for the charter school) if no data is entered ADA will pull from certified data.

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

USER NOTES

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		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
13		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
14		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
15		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
16		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
17		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
18		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
19		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
20		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
21		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
22		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
23		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
24		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

USER NOTES

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To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
25		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
26		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
27		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
28		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
29		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
30		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
32		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
33		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
35		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
36		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
37		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

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		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
38		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
40		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
41		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
42		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
43		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
44		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
45		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
46		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
48		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
49		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
50		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

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		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Method Schools, LA (137703) - Method Sxhools LA 2022-23 2nd Interim

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

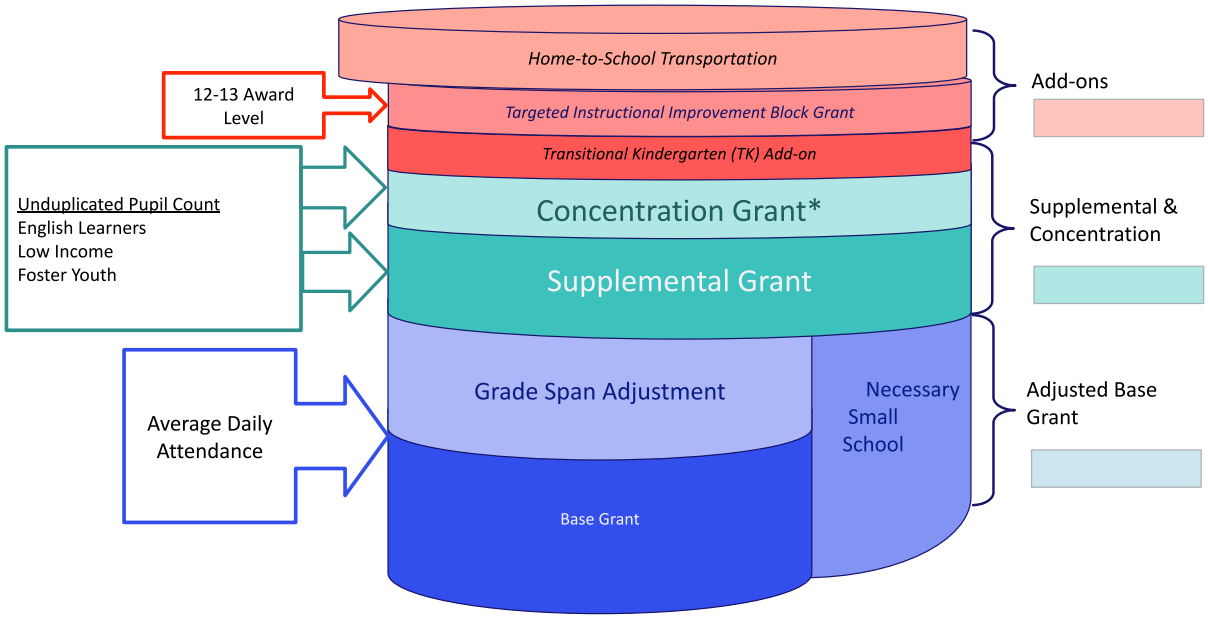
2022-23

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

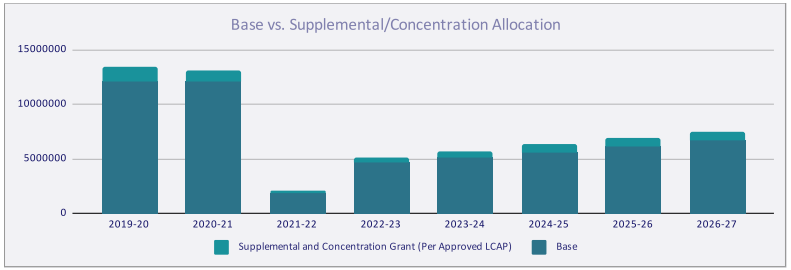
		2022-23				
Base Grant	$	4,529,666			417.97	ADA
Grade Span Adjustment	$	115,531		$	4,645,197	Adjusted Base Grant
Supplemental Grant	$	439,157	47%			
Concentration Grant	$	-	47%	$	439,157	Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	$	-				
Add-ons: Home-to-School Transportation	$	-				
Add-ons: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-ons: Transitional Kindergarten	$	-				
Total	$	5,084,354		$	5,084,354	

Total LCFF Funding:

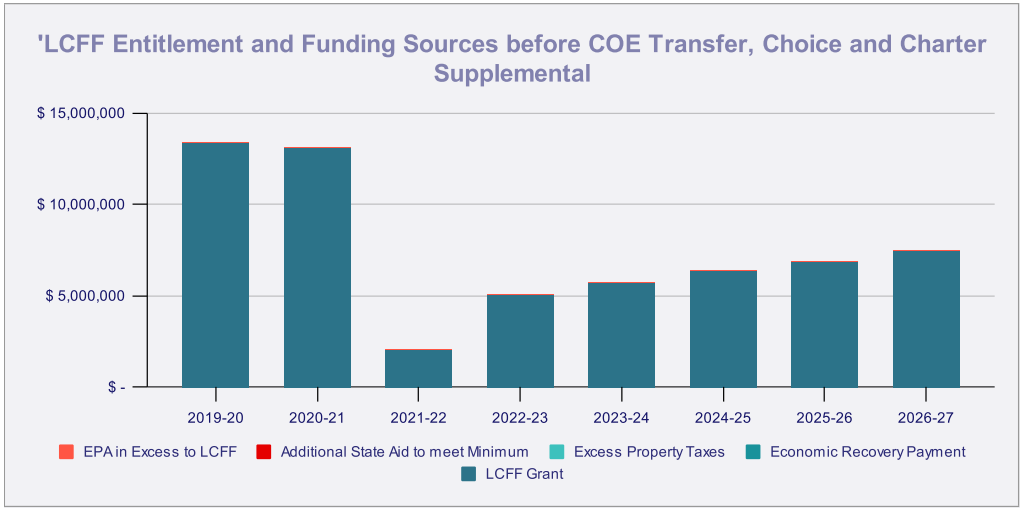


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Minimum Proportionality Analysis	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Base	$ 12,038,521	$ 12,038,521	$ 1,883,264	$ 4,645,197	$ 5,139,565	$ 5,613,271	$ 6,113,420	$ 6,642,103
Supplemental and Concentration Grant (*Per Approved LCAP*)	1,374,558	1,107,062	177,553	439,157	589,379	723,382	787,837	855,968
Total	$ 13,413,079	$ 13,145,583	$ 2,060,817	$ 5,084,354	$ 5,728,944	$ 6,336,653	$ 6,901,257	$ 7,498,071

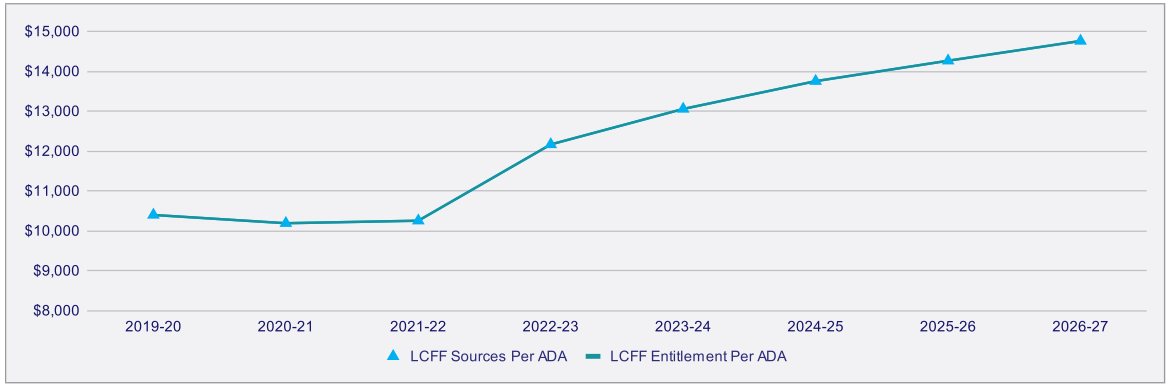


Funding Sources	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 13,413,079	$ 13,145,583	$ 2,060,817	$ 5,084,354	$ 5,728,944	$ 6,336,653	$ 6,901,257	$ 7,498,071
Total General Purpose Funding	$ 13,413,079	$ 13,145,583	$ 2,060,817	$ 5,084,354	$ 5,728,944	$ 6,336,653	$ 6,901,257	$ 7,498,071

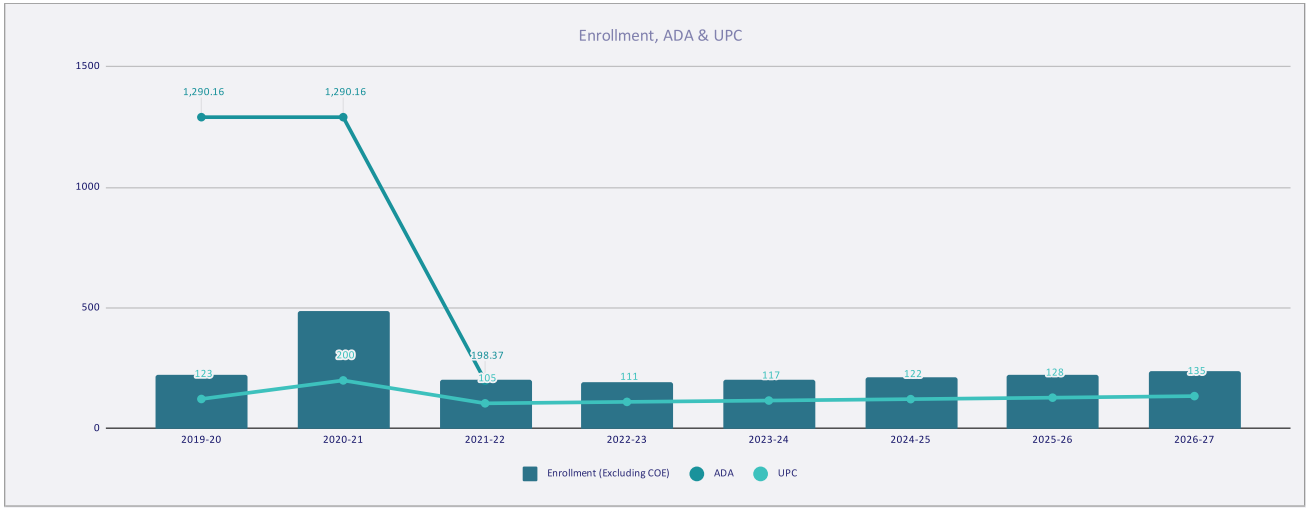


LCFF Entitlement per ADA	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA	1,290.16	1,290.16	201.01	417.97	438.87	460.81	483.85	508.05
LCFF Sources per ADA	$ 10,396.45	$ 10,189.11	$ 10,252.31	$ 12,164.40	$ 13,053.90	$ 13,751.06	$ 14,263.14	$ 14,758.67
Net Change per ADA		$ (207.34)	$ 63.20	$ 1,912.09	$ 889.50	$ 697.16	$ 512.08	$ 495.53
Net Percent Change		-1.99%	0.62%	18.65%	7.31%	5.34%	3.72%	3.47%

Estimated LCFF Entitlement per ADA	$ 10,396.45	$ 10,189.11	$ 10,252.31	$ 12,164.40	$ 13,053.90	$ 13,751.06	$ 14,263.14	$ 14,758.67
Net Change per ADA		$ (207.34)	$ 63.20	$ 1,912.09	$ 889.50	$ 697.16	$ 512.08	$ 495.53
Net Percent Change		-1.99%	0.62%	18.65%	7.31%	5.34%	3.72%	3.47%



Student Summary								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	222	485	201	194	204	214	225	236
UPC	123	200	105	111	117	122	128	135
ADA	1,290.16	1,290.16	198.37	417.97	438.87	460.81	483.85	508.05



CliftonLarsonAllen LLP
https://www.claconnect.com

Statement of Work - Audit Services

February 3, 2023

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated September 11, 2022, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Method Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2023.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the fourth consecutive year Lili Huang will be the engagement principal.

Scope of audit services
We will audit the financial statements of Method Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the “financial statements”).

The statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole:

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

Local Education Agency Organization Structure

Nonaudit services

We will also provide the following nonaudit services:

· Preparation of your financial statements and the related notes.

· Preparation of the supplementary information.

· Preparation of adjusting journal entries, as needed.

· Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including

declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by Government Auditing Standards. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in Government Auditing Standards may not satisfy the relevant legal, regulatory, or contractual requirements.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

• Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

• Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

• Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

• Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events,

considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

• Override of Management Controls

• Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS and Government Auditing Standards. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, Government Auditing Standards do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to Government Auditing Standards.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under Government Auditing Standards.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services.

Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

> CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately May 1, 2023.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we

expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are detailed in the table below. We will also bill for expenses (including travel, internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our

invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. There is a ten percent withholding clause per Education Code 14505. **Service**

Service	Professional Fee
Audit services	$20,000
Informational tax returns	$3,500
Technology and client support fee	$1,180
Total	$24,680

Additional state compliance procedures related to changes to the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances
We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards
Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement
We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:
This letter correctly sets forth the understanding of Method Schools.

CLA
CLA

Lili Huang

Lili Huang, Principal

Client
Method Schools

Stefanie Bryant

Stefanie Bryant, Chief Financial Officer

OUTLAW

Certificate of completion

Statement of Work - Audit Services	Pages: 10	Status: Done
Parties: 2	Variables: 170	Secrets: 0
Certificate pages: 1	Audit log pages: 0	Attachments: 0
TimeZone: America/Denver	Outlaw ID: -NNNV-I7h-LaoCgm8bHT	

Client (Party)	Signature	Timestamp
Stefanie Bryant	IP Address: 184.166.26.46	Viewed: 2/28/2023, 3:56:09 PM MST
sbryant@methodschools.org	Signing location: On platform	Signed: 3/2/2023, 11:05:17 AM MST
User ID: ju1S7WNVscYzmmFGRnn6VGz11dr1	Stefanie Bryant	

Electronic record and signature disclosure

CLA (Party)	Signature	Timestamp
Lili Huang	IP Address: 136.226.66.185	Viewed: 2/20/2023, 9:53:22 PM MST
lili.huang@claconnect.com	Signing location: On platform	Signed: 2/21/2023, 10:27:40 AM MST
User ID: pegtqTrtvZhFSGg4cdVVIoHJ3hl2	Lili Huang	

Electronic record and signature disclosure

Method Schools Board of Directors POLICY

Fiscal Policies & Procedures – BP 2017-1

Overview

The Board of Directors of Method Schools has reviewed and adopted the following fiscal policies and procedures to ensure the most effective use of the funds of Method Schools. The purpose of the adopted policies is to support the mission of Method Schools and to ensure funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures and can delegate administration of the policies and procedures to the Directors and reviews operations and activities on a regular basis.

2. The Directors have responsibility for all operations and activities related to financial management.

3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

4. The Board of Directors will commission an annual financial audit by an independent third-party auditor who will report to the Directors. The Board of Directors will approve the final audit report and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

5. The Governance Board can appoint another individual within the organization to perform the Director's responsibilities in the case of absence.

PURCHASING

Overview

The Governing Board recognizes the importance of developing a system of internal control procedures to help fulfill its obligation to monitor and safeguard school resources. To facilitate warrant processing, the Director(s) or designee (Business Office) shall ensure that purchasing, receiving, and payment functions arekept separate. He/she shall also ensure that invoices are paid expeditiously so that the school may, to the extent possible, take advantage of available discounts and avoid finance charges.

Specific Policies & Procedures Related to Purchasing

1. The Director(s)or designee may authorize expenditures and may sign related contracts within the approved budget. The Directors or designee must approve all purchases. Purchase requisitions, authorizing the purchase of all items (format to be provided by Business Office), must be approved by the Directors or designee, and submitted to Business Office with the related invoice.

2. Staff members authorized to make purchase requests or use AMEX cards shall enter each request in the purchasing module in SmartFox.

3. Expenditures should be pre-approved by an executive team member PRIOR to purchasing

4. When approving purchases, the authorized approver must:

    A. Determine if the expenditure is budgeted
    B. Determine if funds are currently available for expenditures (i.e. cash flow)
    C. Determine if the expenditure is allowable under the appropriate revenue source
    D. Include the proper account coding
    E. Determine if the price is competitive and prudent, and the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations. All purchases over $25,000 must include documentation of 'Good Faith' effort to obtain the possible cost for comparable goods and services.

5. The Board of Directors will review all expenditures via approval of a check register presented at each meeting of the Board. The check register will list all checks written during a set period and includes check #, payee, date, and amount.

6. The Board of Directors must approve contracts over $50,000.

Credit Cards

The Directors may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Directors and/or Board of Directors.

A. The Purchasing policy applies to all credit card use
B. Related documentation of all purchases will be reconciled on a monthly basis.
C. If receipts are not available or are "missing", the individual responsible for the charge will be responsible for the payment.
D. Credit cards will bear the names of Method School and the corresponding Director.

CONTRACTS

Overview

The Governing Board recognizes its responsibility to enter into contracts on behalf of the school for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of school goals. In exercising this authority to enter into a contract, the Board shall ensure that the school's interest is protected and that the terms of the contract conform to applicable legal standards.

The Board may, by a majority vote, delegate to the Director(s) or designee (Business Office) the authority to enter into contracts on behalf of the school.

Specific Policies & Procedures Related to Contracts

1. Consideration will be made of in-house capabilities to accomplish servicesbefore contracting for them.

2. Office staff will maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $50,000.
   a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors,subcontractors).

4. Contract service providers must show proof of being licensed and bonded, ifapplicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Directors may also require that contractservice providers list the school as an additional insured.

5. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to BusinessOffice.

6. The Directors will approve proposed contracts and modifications in writing.

7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. The Director(s) are responsible for ensuring the terms of the contracts are fulfilled.

9. Potential conflicts of interest will be disclosed upfront, and the Directors and/or Member(s) of the Board of Directors with the conflict will excuse themselves from discussions and from voting on the contract in accordancewith the Board approved Conflict of Interest Policy on file.

EMPLOYEE REIMBURSEMENTS & TRAVEL

Expense Reimbursements

1. Any individual making an authorized purchase on behalf of the school must provide Business Office with appropriate documentation of the purchase.

2. Employees will be reimbursed for expenditures within thirty (30) days of presentation of appropriate documentation.

3. Authorized purchases will be promptly reimbursed thru payroll or by bank check upon receipt of appropriate documentation of the purchase.

4. The employee and the Director(s) must sign the expense report.

5. Expenses greater than two months old may not be reimbursed.

6. Employees will complete expense reports monthly, as necessary, to be submitted to Business Office.

7. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.

Travel

1. Employees may be approved to use Method vehicles for work related travel.

2. Employees will be reimbursed for mileage in their personal vehicle when pre-approved by the Directors.

3. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

4. The Directors must pre-approve all out-of-town travel.

5. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Directors and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch or dinner as outlined in the Employee Handbook.

6. After the trip, the employee must enter all the appropriate information on an

expense report and submit it to the Director(s) for approval. Once approved, the expense report will be sent to the Business Office for processing.

Board of Director Expenses

1. Similar to employees, if a Board member incurs authorized expenses while carrying out the duties of the school, the Board member will be required to complete and sign an expense report providing all corresponding expense receipts.

2. The Director(s) will approve the expense report and submit it to the Business Office for processing.

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Directors for approval. The Directors will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the school's Business Office with the invoice.

2. Once invoices are approved by the Directors a check authorization will be provided and an allocation to the specific budget line will be noted when applicable. All approved invoices will be sent to the Business Office on a weekly basis. (It is the responsibility of the Directors to be aware of invoice due dates to avoid late payments and fees.) The Business Office will only process invoices with sufficient supporting documentation and will communicate with the Directors if documentation is missing, before paying all expenditures.

3. The Directors may authorize the Business Office to pay reoccurring expenditures (i.e., Utilities, Rent) without the Director's formal approval on the invoice when dollar amounts fall within a predetermined range. A list of the applicable vendors and invoice dollar range for each vendor must be provided to the Business Office on an annual basis.

Bank Checks

1. The Board of Directors will approve in advance the list of authorized signers on the school account. The Directors, Board Treasurer and any other employee (designated by the Board) may sign bank checks within the established limitations.

2. The Board of Directors authorized the school's Directors to open and close bank accounts.

3. The Directors in conjunction with the Business Office will be responsible for all blank checks and will keep them under lock and key.

4. When there is a need to generate a bank check, the Directors will send appropriate and approved documentation to the Business Office.

5. Once approved by the Directors, the Business Office will process checks based on authorized approval. The Business Office will be provided a facsimile signature stamp of the school's Director(s) for check processing.

6. Checks may not be written to cash or bearer and under no circumstance will any individual sign a blank check.

7. Business Office will record the check transaction(s) into the school's General Ledger using the appropriate budget account code.

8. Business Office will distribute the checks as followed:
    a. Original: Mailed or delivered to payee
    b. Duplicate or Voucher: Attached to the invoice and filed by vendor name by Business Office with a duplicate copy attached in the school's General Ledger
    c. Cancelled Checks: Will be filed numerically with bank statements

9. Voided Checks: Will have VOID written in ink. Original checks will be attached to the duplicate and forwarded to the Business Office provide who will attach any other related documentation.

10. Stale Dated Checks/Unclaimed Property: Under the Federal Uniform Commercial Code, checks are valid for 6 months. The state of California used the UCC as model law, thus Method checks are valid for 6 months, beyond that term checks are considered state dated and a bank may/may not accept for deposit.

    Per state law, a payee has four years to collect on payments recorded in writing. Method will attempt to contact payee to re-issue stale dated checks. Checks older than 4 years will be considered permanently stale and written off to Method's balance sheet.

<u>Bank Reconciliation</u>

1. Bank Statements will be reviewed jointly by the Director(s) and the Business Office.

2. Business Office will conduct thorough analysis of bank statement examining all paid checks and deposits for date, name, amount and endorsement. Any discrepancies regarding paid checks or deposits will be further researched and brought to the attention of the Director(s).

3. The Business Office will prepare the bank reconciliation thru bank account statement verifications and will facilitate any necessary adjustments.

4. The Business Office will compare the reconciled bank balance to the cash in the bank account and General Ledger. Any material discrepancies will be

reported immediately to the Director(s).

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to Business Office.
2. Accounts receivable will be recorded by Business Office in the school's General Ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

The school will use the guidelines as set forth by the school's Auditors and GASB Accounting Guidelines and practices.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Business Office or Directors, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Director(s) and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Directors and/or Governing Board.

(*As of the Policy Adoption Method did not maintain a Petty Cash account)

Petty Cash

1. The Directors will manage the petty cash fund.
2. The petty cash fund will be capped at $600.00.
3. All petty cash will be kept in a locked petty cash box in the safe.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. At all times the petty cash box will contain receipts and cash totaling $600.00. A register receipt must support the petty cash slip. The individual

using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Directors within 48 hours of withdrawing the petty cash.

6. When expenditures total $450.00 (when cash balance is reduced to $150.00), the Director will total the disbursement and complete a petty cash reimbursement form. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Business Office.
7. Petty cash fund reimbursement checks will be made payable to the Directors.
8. Any irregularities in the petty cash fund will be immediately reported in writing to the Directors.
9. Loans will not be made from the petty cash fund.

Financial Reporting

The Director(s) or designee (Business Office) shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Director(s) in accordance with the Business Office shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Director(s) or designee (Business Office) shall submit to the Board reports of the school's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency, the Director(s) or designee (Business Office) shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Board shall regularly communicate the school's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the school's financial stability.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Director(s) a statement of the school's unaudited actual receipts and expenditures for the preceding fiscal year. The Director(s) or designee (Business Office) shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100).

Interim Reports

The Director(s) or designee (Business Office) shall submit two interim fiscal reports

to the Board, the first report covering the school's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the school for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and certify, on the basis of the interim report and any additional financial information known by the Board.

Annual Audit

The Board of Directors will annually select an audit by March 15th to conduct the annual audit.

The audit shall include, but not be limited to:

A. An audit of the accuracy of the financial statements
B. An audit of the attendance accounting and revenue accuracy practices
C. An audit of the internal control practice

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent.

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified school needs and goals and on realistic projections of available funds.

The Director(s) or designee (Business Office) shall oversee the preparation of a proposed school budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall adopt the school budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board

shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127).

Liabilities / Insurance/ Records Retention

Loans

1. The Directors and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan document.
2. Once approved, a promissory note will be prepared and signed by the Directors before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution according to California code and Method Investment Policy 3040.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Directors, certain documentation may be maintained for a longer period of time.
2. Business Office will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.

4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Insurance

1. Business Office will work with the Directors to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Directors and Business Office will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Directors and Business Office will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Fund Balance

Overview

The Fund Balance Policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget. The Fund Balance Policy should be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the school to be in a strong fiscal position that will allow for better position to weather negative economic trends.

Unassigned Fund Balance

Unassigned Fund Balance is the residual amount of Fund Balance in the General Fund. It represents the resources available for future spending. An appropriate level of Unassigned Fund Balance should be maintained in the General Fund in order to cover unexpected expenditures and revenue shortfalls.

Unassigned Fund Balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the School's governing board. In the event of projected revenue shortfalls, it is the responsibility of the Chief Business Official to report the projections to the school's governing board on a quarterly basis and shall be recorded in the minutes.

Any budget revision that will result in the Unassigned Fund Balance dropping below the minimum level will require the approval of 2/3 vote of the school's governing board.

The Fund Balance Policy establishes a minimum Unassigned Fund Balance equal to 3% of total General Fund expenditures. In the event that the balance drops below the established minimum level, the School's governing board will develop a plan to replenish the fund balance to the established minimum level within five years.

Minimum Fund Balance

The school is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The school's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 10 percent of budgeted expenditures and other financing uses. The minimum fund balance/reserve of 10% is to ensure the school's ability to provide necessary services for 2-3 months of operations.

If the reserves are drawn down below the minimum required level of 10 percent, then a budgetary plan shall be implemented to return the reserve to a minimum 10 percent level in no more than a 5- year period. The progress of replenishment shall be reported in the annual budget.

Management of School Assets / Accounts

Overview

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the school's assets and resources in order to help achieve the school's goals for student learning. The Director(s) or designee (Business Office) shall establish and maintain an accurate, efficient financial management system that enhances the school's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the school's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the school to act with integrity and due diligence in dealings involving the school's assets and fiscal resources.

The Director(s) or designee (Business Office) shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the school. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Director(s) or designee (Business Office). In addition, the Director(s) or designee (Business Office) shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Director(s) or designee (Business Office) shall have primary responsibility for

any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the school's auditors, law enforcement agencies, or other governmental entities, as appropriate.

The Director(s) or designee (Business Office) shall provide regular reports to the Board on the status of the school's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Asset & Equipment Inventory

Assets

1. An asset is defined as any individual item, purchased or donated, with a value of $5000 or more and with a useful life of more than one year.
2. All receipts for purchased assets shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Business Office will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Business Office will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Directors will submit to Business Office written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Equipment

1. Equipment includes items such as computers, tech devices and accessories that do not exceed the $5000 asset threshold.
2. All receipts for purchased equipment shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Devices loaned to students for academic purposes shall be tracked/logged during the enrollment process. (See Policy BP 2022-1)
4. Devices provided to employees shall be tracked/logged during the onboarding process. (See Policy BP 2022-1).
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of equipment.

SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING
BETWEEN DEHESA SCHOOL DISTRICT
AND METHOD SCHOOLS

This Special Education Memorandum of Understanding ("MOU" or "Agreement") is executed by and between the Dehesa School District ("District") and Method Schools ("Charter School"), a charter school operated by Method Schools, a California non-profit public benefit corporation. The term "Charter School" as used in this Agreement shall refer to both Method Schools and the Charter School itself. The District and the Charter School are collectively referred to herein as the "Parties."

RECITALS

A. The District is a school district existing under the laws of the State of California.

B. The District's Governing Board renewed the Charter School's charter for a five (5) year term, commencing on July 1, 2018 and initially ending on June 30, 2023. The term was term was extended for an additional two (2) years pursuant to Assembly Bill 130 and, therefore, will now expire on June 30, 2025.

C. The Parties previously entered into a Special Education Memorandum of Understanding ("Original MOU"), attached hereto as **Exhibit A** and incorporated herein by reference, to clarify the roles and responsibilities of the Parties with respect to students who are enrolled in and attend the Charter School and are, or may be, eligible for special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), its implementing regulations, and related California law and regulations.

D. Pursuant to the Original MOU, the Charter School elected to be deemed a public school of the District for special education purposes, which is a part of the East County Special Education Local Plan Area ("East County SELPA"). However, the Charter School reserved the right to apply for membership as a local educational agency ("LEA") of a different SELPA approved by the State Board of Education and to be deemed its own LEA for the purpose of compliance with special education law.

E. Pursuant to Section III(A) of the Original MOU, if the Charter School began operating as an LEA member of a SELPA, the Original MOU would terminate.

F. Pursuant to Education Code section 47641(a), the Charter School has provided verifiable written assurances that it will participate as an LEA in the El Dorado County Charter Special Education Local Plan Area ("El Dorado County Charter SELPA") for purposes of the provision of special education and related services to students enrolled in the Charter School.

G. The District and Charter School desire to enter into this MOU to terminate the Original MOU, and clarify the roles and responsibilities of the Parties with respect to students who are enrolled in and attend Charter School and are, or may be, eligible for special education and related services under the IDEA, its implementing regulations, and related California law and regulations.

H. Upon execution of this MOU by the Parties, and upon approval by the District's Governing Board, this MOU shall become a fully incorporated part of the Charter, and the Original MOU shall terminate, except for those provisions surviving such termination. If any provision of the Charter is inconsistent with this MOU, the terms of this MOU shall prevail.

NOW THEREFORE, in consideration of the promises and mutual covenants and agreements described in this MOU, the District and Charter School hereby agree as follows:

1. Term. The term of this Agreement shall commence on the date in which it is approved by the District's and Charter School's respective governing boards and fully-executed by the Parties ("Effective Date") and shall end on June 30, 2025, unless sooner terminated.

2. Modification.

a. Any modification of this MOU must be in writing and executed by the duly authorized representatives of the Parties specifically indicating the intent of the Parties to modify this MOU. Action by the District's Governing Board shall be required to amend this MOU.

b. Any change in Charter School's SELPA affiliation or LEA status, as more fully described in Section 11 below, shall require modification of this MOU by the Parties.

3. Termination.

a. This Agreement is subject to termination during the term or any renewal as specified by law or as otherwise set forth in this MOU. This MOU shall automatically expire if the Charter School becomes non-operational, except for those provisions surviving termination.

b. Should Charter School seek to change its SELPA affiliation and operate as a school of the District for purposes of special education, this MOU shall automatically terminate as of the date that Charter School begins operating as a school of the District. The Parties agree to negotiate and enter into a new memorandum of understanding to address the change in LEA status and to describe the Parties' respective rights and responsibilities concerning the provision and funding of special education and related services for Charter School students.

4. Designated Representative.

a. District. The District's designated representative shall be the Superintendent or designee who shall have the authority to act on behalf of the District, except to the extent action by the District's Governing Board is legally required.

b. Charter School. The Charter School's designated representative shall be the Executive Director or designee who shall have the authority to act on behalf of the Charter School, except to the extent action by the Charter School's Board of Directors is required.

5. LEA Membership in SELPA. Charter School has provided verifiable written assurances that it will participate as an LEA member of the El Dorado County Charter SELPA. The El Dorado County Charter SELPA is a special education local plan area approved by the State Board of Education. Charter School shall be deemed an LEA for purposes of compliance with the IDEA, its implementing regulations, and related California law and regulations, and for eligibility for federal and state special education funds. The Charter School shall adhere to all policies, procedures, and requirements of the El Dorado County Charter SELPA regarding the provision of special education and related services to Charter School students.

6. Non-Discrimination and Access. No student shall be denied admission to Charter School due to his or her disability or a suspicion of a disability. The Charter School shall not "counsel out" any student with a disability or any student suspected of having a disability, or otherwise dissuade or discourage any such student from applying for admission to the Charter School as part of the enrollment process.

7. Provision of Special Education Services.

a. As an LEA of the El Dorado County Charter SELPA, Charter School shall be solely responsible for the provision of special education and related services, including, but not limited to, identification and referral, assessment, convening of individualized education program ("IEP") team meetings, IEP development and modification, and implementation of special education and related services to each eligible Charter School student in accordance with applicable federal and state special education laws and regulations and the El Dorado County Charter SELPA's policies, practices, and procedures.

b. Charter School shall be responsible for determining which special education assessments are necessary, which may include initial assessments, annual assessments, triennial assessments, and transition assessments. All such assessments shall be conducted by qualified personnel and comply with applicable state and federal law and

regulations and the El Dorado County Charter SELPA's policies, practices, and procedures.

c. Decisions regarding eligibility, annual goals and objectives, program, placement, services, and exit from special education shall be the decision of the IEP team. The IEP team shall ensure that appropriate documentation of the IEP process and compliance with parent and student rights is consistent with applicable law, regulations, and the El Dorado County Charter SELPA's policies, practices, and procedures.

8. Education Records. The term "education records" shall be as defined in the Family Educational Rights and Privacy Act, 20 U.S.C.A. section 1232g, and the regulations thereunder ("FERPA"). The Charter School hereby designates employees of the District whose job duties include oversight of the Charter School as having a legitimate educational interest under FERPA such that they are entitled to access education records related to Charter School's special education programs. Consistent with FERPA, the District shall not use the education records disclosed by the Charter School pursuant to this MOU for any purpose other than to fulfill the District's oversight responsibilities. The District shall not disclose information from the education records to any third party without the prior written consent of the parent/guardian of the student, except as permitted by law. Consistent with FERPA, the District shall destroy the education records disclosed by the Charter School pursuant to this MOU when no longer needed to fulfill the District's oversight responsibilities.

9. Funding and Responsibility for Costs.

a. Funding. As an LEA member of the El Dorado County Charter SELPA, the Charter School shall receive state and federal special education funding in accordance with the allocation plan established by the El Dorado County Charter SELPA. The Charter School shall not be entitled to any special education funding from the District, and the District shall not subject the Charter School to any District local contribution fees related to special education (e.g., pro rata share of encroachment).

b. Responsibility for Costs.

i. Charter School shall be solely responsible for all costs arising out of or related to any claims, demands, complaints, due process hearings, or charges for special education and related services including, but not limited to, attorneys' fees, compensatory education, and/or damages of any kind in the same manner as other LEAs within the El Dorado County Charter SELPA in accordance with the El Dorado County Charter SELPA Local Plan.

ii. Charter School shall also be solely responsible for all fees, costs, and charges issued by the San Diego County Office of Education

that are attributable to the Charter School on a prorated basis for the administration of the Juvenile Court and Community School's Special Education Program. In the event such fees are paid by District on behalf of Charter School, District shall offset its in-lieu payments to Charter School by the amount of the fee paid, or District shall submit an invoice to Charter School, which Charter School shall pay within thirty (30) days of its receipt.

10. Liability Under Original MOU

a. The Parties agree that, as of the Effective Date of this Agreement, the statute of limitations may not have expired for certain claims, demands, actions, suits, losses, penalties, liability, expenses, and costs in connection with, resulting from, or arising out of the provisions of the Original MOU regarding the provision of special education and related services. Accordingly, the Parties agree that the provisions of Section VI "Dispute Resolution" of the Original MOU survive its termination and are incorporated by reference into this MOU.

11. Insurance and Indemnification.

a. Insurance. Charter School shall maintain adequate insurance at its sole cost and expense at appropriate coverage limits and in accordance with the law and El Dorado County Charter SELPA policy.

b. Indemnification. Except as set forth in Section 10 of this MOU, the District shall not be liable for any action arising out of, connected to, or related in any way to special education for students enrolled in Charter School including, but not limited to, identification and referral, assessment, or the provision of special education and related services to students while Charter School is operating as an LEA member of the El Dorado County Charter SELPA. To the fullest extent permitted by law, the Charter School shall indemnify, defend, and hold harmless the District, its Board members, officers, directors, employees, agents, and representatives from and against any and all claims, demands, actions, suits, losses, penalties, liability, expenses and costs (including attorneys' fees and costs) resulting from or arising out of the provision of special education and related services at the Charter School or the performance of the Charter School's obligations under this MOU.

12. Change in SELPA Affiliation or LEA Status.

a. Any change in Charter School's SELPA affiliation or LEA status shall require advance written notification to the District by June 30th of the year preceding Charter School's affiliation with a new SELPA or change in LEA status, unless an earlier date is mutually agreed upon by the Parties. At least one year before the proposed effective date of the change in

SELPA affiliation, the Charter School shall also provide written notice of such proposed change to the El Dorado County Charter SELPA, San Diego County Office of Education, and California Department of Education, consistent with the requirements of Education Code section 56195.3(b).

b. The change in SELPA affiliation or LEA status will take effect on July 1, the beginning of the following fiscal year. For illustration purposes only, if Charter School notified the District in writing of its change in SELPA affiliation or LEA status on June 30, 2023, the change would take effect on July 1, 2024.

13. Notice. All notices, requests, and other communications under this MOU shall be in writing and sent electronically and by U.S. mail to the proper address as follows:

To the District at: Bradley Johnson, Superintendent
Dehesa School District
4612 Dehesa Road
El Cajon, CA 92019
Email: bradley.johnson@dehesasd.net

To Charter School at: Jessica Spallino, CEO
Method Schools
24620 Jefferson Ave.
Murrieta, CA 92562
Email: jessica@methodschools.org

14. Miscellaneous.

a. Severability. If any provision or part of this MOU is for any reason held to be invalid and/or unenforceable or contrary to public policy, law or statute, and/or ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

b. Non-Discrimination. The Charter School covenants and agrees that it shall not discriminate against any person or group thereof on the basis of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, immigration status, sexual orientation, or any other protected category defined in Education Code section 220 in the operation of Charter School.

c. Assignment. This MOU shall not be assigned by either party without the prior written consent of the other party.

d. Survival. All representations, warranties, and indemnities made herein shall survive termination of this MOU.

e. Entire Agreement. This MOU contains the entire agreement of the Parties with respect to the matters covered hereby and supersedes any oral or written understanding or agreements between the Parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified in writing and by the mutual agreement of the Parties.

f. Recitals. The Parties agree that the recitals set forth above are true and correct and are incorporated as essential terms of this MOU.

g. Governing Law. This MOU shall be interpreted under the laws of the State of California. Any litigation filed by the Parties regarding this MOU shall be filed and heard in a court of competent jurisdiction in the County of San Diego.

h. Signatures. The Parties acknowledge that each of the undersigned has the power and authority to enter into a binding contract on behalf of the party so noted below.

i. Counterparts. This MOU may be signed in counterparts such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as of the date written below.

Dated: _____ _____

Bradley Johnson, Superintendent
Dehesa School District

Dated: _____ _____

Jessica Spallino, CEO
Method Schools

Date of District Board Approval/Ratification: _____

Date of Charter Board Approval/Ratification: _____

Exhibit A

<u>Original MOU</u>

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday, December 13, 2022, 6:00 PM

38750 Sky Canyon Dr, Ste. B, Murrieta, California

https://methodschools.zoom.us/j/9807801621?pwd=MVI3bjQ5YmJzN08wOHhLTUVTdndGUT09

Meeting ID: 980 780 1621

Passcode: 24620

Instructions for Presentations to the Board by Parents and Citizens

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

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

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

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

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

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

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

AGENDA

Method Schools Regular Meeting of the Board of Directors

1.0 Call to Order: Board Vice President Tyler Roberts called Board Meeting to order at 6:01 P.M.

2.0 Roll Call

Present: Tyler Roberts, Steven Dorsey, Gloria Vargas, Shannon Clark

Absent: Carolyn Andrews

Method Staff: Stefanie Bryant, Jessica Spallino, Mark Holley, Jade Fernandez, Sarah Delawder, Andrea James, Yvette Rios

3.0 Public Communication on Non-Agenda Items

- **None**

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

Motion: Shannon Clark
Second: Steven Dorsey
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

5.0 Reports

- **CEO:**
  - **Partnership with Dehesa Authorizing Superintendent**
    - Jessica Spallino: Today, we held an onlaying session regarding the sports academy we will be holding on Dehesa's site. We've generated a comprehensive plan on how we will market, and conduct a series of outreach items starting in January. We can provide updates in any of the upcoming meetings.
  - **Board Meeting Format Discussion Per AB**
    - Jessica Spallino: As of January 2023, we have new requirements. Having the board meetings online is no longer within our regulations. We will be required to hold them in-person and on-site. We can look at rescheduling and holding meetings quarterly. There are options for emergencies or just-cause situations where board members could opt-out of the in-person and do a teleconference or Zoom attendance. It can't be more than 2 meetings if the school holds less than 10 meetings per year. We will hold meetings at our Method site, Method staff will be there, and we can invite the board to attend. Tyler Roberts is out of state. We'd like to propose to cover his transportation down here, to attend quarterly meetings.
    - Question: Shannon Clark: If we have regularly scheduled quarterly meetings, and then the pop-up meetings around the time that we do LCAP, budget, audit, would those be counted towards the two board meetings?
    - Jessica: I think they would count. I feel like we could put ourselves in a position to ensure we don't have as many impromptu meetings.
    - Steven Dorsey: We could be more efficient with our meetings, and we

could do a board mail-out in between quarterly meetings in case there are other things that come up. If it warrants an action, we can go from there.
    - Question: Shannon Clark: Tyler- would it be better for meetings to be on a different day of the week for travel?
    - Tyler Roberts: I work remote, so the day of the meetings shouldn't impact me.
- **CBO:**
  - **SmartFox 2.0 Update**
    - Mark Holley: We've been working on this for about a year and a half. A huge percentage of our fund balance is because we decided to build our own product. On the staff side, historical data was becoming an issue. SmartFox 2.0 will have CALPADS reports built in, no separate admin and SIS portals, and it is cleaner. On the student side, the enrollment process is easier, the user experience overall is simple, and the course flow is much cleaner. Staff are currently beta-testing it. Users will start beta testing it from January - May 2023. We're expecting it to launch by July 2023.
    - Sarah Delawder: Competency based learning is making sure students have skills to be successful both through K-12, into college, and into the workforce. We selected 12 competencies our courses will focus on. Each module within a course addresses specific competencies. This is more engaging between teacher and student.
- **Senior Director of Schools:**
  - **Student Highlights**
    - Jade Fernandez: We are in the middle of diagnostic testing for our second diagnostic window. iReady- So far, things are looking good. There have been jumps in every category for Reading and Math. iXL- we don't get all of the results until all of us have tested. Everything is trending well.
      Staff and student event- they went ice skating and it was very fun.
      Upcoming events- we have our holiday party tomorrow, Semester 1 will end on 12/16/22, and our Semester 2 will begin on 1/9/23.

6.0 Action: Final Audited 21-22 Financial Statements Approval

Discussion: Stefanie Bryant: The first 2-3 pages is the letter from the auditor to the board. It is all very positive, there were no findings in the audit. After that is the packet that has the financial statements. It outlines that they did an audit, looked at everything, that they have an opinion, and that they have no findings. Just a couple minor things to bring to your attention- the balance sheet shows we've got total assets of $30 million. We've got a liability of about $6 million. Most of that is funding we received last year. The statement of activities page shows our net assets, and our fund balances and cash balances are very good.

Question: Shannon Clark: I noticed the footnote under Lease Agreements- are public schools subject to ASCA 42?
Stefanie: They do have to show it and I believe it went into effect this year. The only lease we have is our headquarters lease, so it is very simple for us.

Motion: Steven Dorsey
Second: Shannon Clark
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

7.0 Action: 1st Interim Budget Reports Approval

Discussion: Stefanie Bryant: These reports are prepared for our authorizers for both schools. The narrative summarizes where our revenues and expenses are at. There are

not a lot of changes from our original approved to 1st interim. We're estimated to be at 465 ADA for San Diego, and 418 ADA for LA, at the end of the year. Fund balances will still be around $23 million.

Motion: Shannon Clark
Second: Steven Dorsey
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

8.0 Action: Graphic Design Course Series

Discussion: Sarah Delawder: This course was built with competency based learning in mind and it is already set to fit in with our new model of instruction with competency based learning.
Question: Steven Dorsey: Do we have the complete pathway for Graphic Design?
Sarah: Yes

Motion: Steven Dorsey
Second: Shannon Clark
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

9.0 Action: Revisions to Independent Study Master Agreement

Discussion: Jade Fernandez: I highlighted some of the things we had to add to the master agreement. We added date of birth, full address, parent contact information, and language that lets parents know that a written record of findings of any evaluation will be added to the cume file if they get triggered into a tiered re-engagement procedure.

Motion: Shannon Clark
Second: Gloria Vargas
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

10.0 Action: Revised Leave Policy

Discussion: Jessica Spallino: We've been wanting to build up some support for our staff. For Medical and Caregivers' Leave, we're proposing 3-weeks of paid leave before they transition to short-term disability for any reason. For Bereavement, we want to offer 2 weeks of full pay for bereavement of an immediate family member.
Question: Tyler Roberts: At what point in someone's employment with Method does that kick in?
Shannon Clark: There is an eligibility section. Some of those are legal requirements.
Mark Holley: Everything stays intact other than adding the two bullet points.

Motion: Shannon Clark
Second: Tyler Roberts
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

11.0 Action: December Bonus

Discussion: Mark Holley: We want to make sure all of our employees are taken care of. We wanted to go with these flat fees rather than percentages. This fits within the budget, and I think it is well-deserved and well-needed by employees.

Motion: Gloria Vargas
Second: Shannon Clark
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

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

- **Approval of November 8, 2022 Meeting Minutes**
- **November 2022 Check Register**

Motion: Shannon Clark
Second: Gloria Vargas
Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark
Noes: 0
Action: Passed

13.0 Information/ Discussion Items:

- **None**

14.0 Upcoming Agenda Items

- **Next Board Meeting: Founder Contracts**

15.0 Board Member Reports: None

16.0 Action: Motion to Adjourn the Meeting

Board Member Shannon Clark motioned to adjourn the meeting at 7:04 P.M

Board Meeting Recording Link:
https://methodschools.zoom.us/rec/play/PT25gDY4jjVWipgqeRwXIk8z30vRv_pD3Q_JQIPI_54NSTTR1e_LpcCqyHySMnwRJjlwW5VOWKXC1dVY.bj-8hxYouX8U8I1J?continueMode=true

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
9120-1 Checking						
12/01/2022	Bill Payment (Check)	4239	Amanda Burgos		R	-68.54
						-68.54
12/01/2022	Bill Payment (Check)	4240	Louch & Langston Training, LLC (The W Training Facility)		R	-6,900.00
						-6,900.00
12/01/2022	Bill Payment (Check)	4241	Marsh & McLennan Agency		R	-3,963.00
						-3,963.00
12/01/2022	Bill Payment (Check)	4242	Yvette Rios		R	-59.00
						-59.00
12/01/2022	Bill Payment (Check)	4243	Zoom		R	-183.30
						-183.30
12/02/2022	Bill Payment (Check)	4469	Creative Back Office		R	-5,000.00
						-5,000.00
12/06/2022	Bill Payment (Check)	4470	K12 Management		R	-2,625.00
						-2,625.00
12/06/2022	Bill Payment (Check)	4471	Platinum Athletics Prep Academy		R	-2,400.00
						-2,400.00
12/06/2022	Bill Payment (Check)	4472	Team Elite Sports Academy		R	-2,100.00
						-2,100.00
12/06/2022	Bill Payment (Check)	4473	Austin Cipres		R	-107.65
						-107.65
12/06/2022	Bill Payment (Check)	4474	Qualtrics LLC		R	-3,552.80
						-3,552.80

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
12/06/2022	Bill Payment (Check)	4475	UMB Bank - FBO PlanMember Services		R	-17,129.41
						-17,129.41
12/07/2022	Bill Payment (Check)	4476	Florida Virtual School			-475.00
						-475.00
12/07/2022	Bill Payment (Check)	4477	Kamryn Levins			-25.74
						-25.74
12/07/2022	Bill Payment (Check)	4478	Riffs Music		R	-390.00
						-390.00
12/12/2022	Bill Payment (Check)	4494	Florida Virtual School		R	-475.00
						-475.00
12/12/2022	Bill Payment (Check)	4495	GuideOne Insurance		R	-1,286.00
						-1,286.00
12/12/2022	Bill Payment (Check)	4496	Jennifer Wiersma		R	-960.83
						-960.83
12/12/2022	Bill Payment (Check)	4497	Payne Pest Management		R	-85.00
						-85.00
12/13/2022	Bill Payment (Check)	4498	APA Benefits Inc.	R. Teplin	R	-500.00
						-500.00
12/15/2022	Bill Payment (Check)	4499	Curriculum Associates, LLC		R	-11,062.50
						-11,062.50
12/15/2022	Bill Payment	4500	UMB Bank - FBO PlanMember Services		R	-

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					23,244.13
						- 23,244.13
12/19/2022	Bill Payment (Check)	4501	Alyson Yeates		R	-19.67
						-19.67
12/19/2022	Bill Payment (Check)	4502	BSN Sports		R	- 23,918.28
						- 23,918.28
12/19/2022	Bill Payment (Check)	4503	Jennifer Wiersma		R	-34.56
						-34.56
12/19/2022	Bill Payment (Check)	4504	Limitless Fitness Training LLC		R	-9,900.00
						-9,900.00
12/19/2022	Bill Payment (Check)	4505	Travis Queen		R	-1,000.00
						-1,000.00
12/27/2022	Bill Payment (Check)	4507	Creative Bar Acquisitions, LLC		R	-3,501.00
						-3,501.00
12/27/2022	Bill Payment (Check)	4508	Carolyn Andrews			-500.00
						-500.00
12/27/2022	Bill Payment (Check)	4509	Gloria Vargas		R	-500.00
						-500.00
12/27/2022	Bill Payment (Check)	4510	Shannon Clark		R	-500.00
						-500.00
12/27/2022	Bill Payment (Check)	4511	Steve Dorsey		R	-500.00
						-500.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
12/27/2022	Bill Payment (Check)	4512	Tyler Roberts		R	-500.00
						-500.00
01/03/2023	Bill Payment (Check)	4514	Alpha Therapy Center Inc.		R	-14,546.25
						-14,546.25
01/03/2023	Bill Payment (Check)	4515	Ashley Madrigal			-94.77
						-94.77
01/03/2023	Bill Payment (Check)	4516	CliftonLarsonAllen LLP		R	-525.00
						-525.00
01/03/2023	Bill Payment (Check)	4517	Creative Back Office		R	-5,000.00
						-5,000.00
01/03/2023	Bill Payment (Check)	4518	Rachel Teplin		R	-112.00
						-112.00
01/03/2023	Bill Payment (Check)	4519	Shireen Malek*		R	-86.58
						-86.58
01/03/2023	Bill Payment (Check)	4520	APA Benefits Inc.		R	-333.00
						-333.00
01/03/2023	Bill Payment (Check)	4521	UMB Bank - FBO PlanMember Services		R	-17,057.67
						-17,057.67
01/05/2023	Bill Payment (Check)	4522	Courtney Williams		R	-40.00
						-40.00
01/05/2023	Bill Payment	4523	Jennifer Wiersma		R	-216.55

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					
						-216.55
01/05/2023	Bill Payment (Check)	4524	Law Offices of Young, Minney & Corr LLP		R	-6,719.26
						-6,719.26
01/05/2023	Bill Payment (Check)	4525	Louch & Langston Training, LLC (The W Training Facility)		R	-6,900.00
						-6,900.00
01/05/2023	Bill Payment (Check)	4526	Tamara Moody			-60.84
						-60.84
01/05/2023	Bill Payment (Check)	4527	Zoom		R	-230.70
						-230.70
01/06/2023	Bill Payment (Check)	4528	Team Elite Sports Academy		R	-1,800.00
						-1,800.00
01/06/2023	Bill Payment (Check)	4529	Sally Feng*		R	-83.36
						-83.36
01/09/2023	Bill Payment (Check)	4530	Alpha Therapy Center Inc.		R	-14,613.75
						-14,613.75
01/09/2023	Bill Payment (Check)	4531	City of Murrieta		R	-250.00
						-250.00
01/11/2023	Bill Payment (Check)	4532	Platinum Athletics Prep Academy		R	-2,400.00
						-2,400.00
01/11/2023	Bill Payment (Check)	4533	Riffs Music		R	-390.00
						-390.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
01/19/2023	Bill Payment (Check)	4534	K12 Management		R	-27,000.00
						-27,000.00
01/19/2023	Bill Payment (Check)	4535	UMB Bank - FBO PlanMember Services		R	-17,217.27
						-17,217.27
01/20/2023	Bill Payment (Check)	4539	Christopher Marten		R	-125.00
						-125.00
01/20/2023	Bill Payment (Check)	4540	Kyle Quintero		C	-270.00
						-270.00
01/20/2023	Bill Payment (Check)	4541	Natally Rodriguez		R	-795.00
						-795.00
01/25/2023	Bill Payment (Check)	4551	Carolyn Andrews		C	-500.00
						-500.00
01/25/2023	Bill Payment (Check)	4552	Gloria Vargas		R	-500.00
						-500.00
01/25/2023	Bill Payment (Check)	4553	Sandra Bartz		R	-64.80
						-64.80
01/25/2023	Bill Payment (Check)	4554	SCOIR, Inc.		C	-700.00
						-700.00
01/25/2023	Bill Payment (Check)	4555	Shannon Clark		R	-500.00
						-500.00
01/25/2023	Bill Payment (Check)	4556	Steve Dorsey		R	-500.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-500.00
01/25/2023	Bill Payment (Check)	4557	Thaddeus Brown*			-74.00
						-74.00
01/25/2023	Bill Payment (Check)	4558	Tyler Roberts		C	-500.00
						-500.00
01/25/2023	Bill Payment (Check)	4559	Riverside County Office of Education Center for Teacher Innovation		C	-1,375.00
						-1,375.00
01/27/2023	Bill Payment (Check)	4560	Zoom		R	-256.50
						-256.50
01/27/2023	Bill Payment (Check)	4561	Louch & Langston Training, LLC (The W Training Facility)		C	-7,500.00
						-7,500.00
02/01/2023	Bill Payment (Check)	4562	Ixl Learning		C	-680.00
						-680.00
02/01/2023	Bill Payment (Check)	4563	CliftonLarsonAllen LLP		C	-3,045.00
						-3,045.00
02/01/2023	Bill Payment (Check)	4564	Platinum Athletics Prep Academy		C	-2,400.00
						-2,400.00
02/02/2023	Bill Payment (Check)	4565	UMB Bank - FBO PlanMember Services		C	-17,226.53
						-17,226.53
02/06/2023	Bill Payment (Check)	4566	Creative Bar Acquisitions, LLC		C	-3,501.00
						-3,501.00
02/06/2023	Bill Payment	4567	Creative Back Office		C	-5,000.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					
						-5,000.00
02/07/2023	Bill Payment (Check)	4574	Alpha Therapy Center Inc.		C	-16,093.75
						-16,093.75
02/07/2023	Bill Payment (Check)	4575	BNS Sports LLC		C	-6,764.70
						-6,764.70
02/07/2023	Bill Payment (Check)	4576	Florida Virtual School		C	-3,325.00
						-3,325.00
02/07/2023	Bill Payment (Check)	4577	Sabrina Godshaw		C	-140.29
						-140.29
02/07/2023	Bill Payment (Check)	4578	Sally Feng*		C	-585.00
						-585.00
02/07/2023	Bill Payment (Check)	4579	ShilaWalker			-146.00
						-146.00
02/09/2023	Bill Payment (Check)	4580	Riffs Music		C	-682.50
						-682.50
02/13/2023	Bill Payment (Check)	4581	Think Outside LLC		C	-174.40
						-174.40
02/13/2023	Bill Payment (Check)	4582	Limitless Fitness Training LLC		C	-10,320.00
						-10,320.00
02/16/2023	Bill Payment (Check)	4584	APA Benefits Inc.			-500.00
						-500.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
02/16/2023	Bill Payment (Check)	4585	Austin Cipres			-191.26
						-191.26
02/16/2023	Bill Payment (Check)	4586	Kamryn Levins			-43.83
						-43.83
02/16/2023	Bill Payment (Check)	4587	Marsh & McLennan Agency		C	-3,963.00
						-3,963.00
02/16/2023	Bill Payment (Check)	4588	Team Elite Sports Academy		C	-1,800.00
						-1,800.00
02/16/2023	Bill Payment (Check)	4583	UMB Bank - FBO PlanMember Services		C	-17,470.58
						-17,470.58
02/22/2023	Bill Payment (Check)	4589	Eat2Explore			-99.75
						-99.75
02/22/2023	Bill Payment (Check)	4590	GoStrengths Inc.			-297.00
						-297.00
02/22/2023	Bill Payment (Check)	4591	Limitless Fitness Training LLC		C	-10,500.00
						-10,500.00
02/22/2023	Bill Payment (Check)	4592	Think Outside LLC			-174.40
						-174.40
02/23/2023	Bill Payment (Check)	4593	Kyle Quintero		C	-111.00
						-111.00
02/24/2023	Bill Payment	4594	BSN Sports			-733.90

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					
						-733.90
02/24/2023	Bill Payment (Check)	4595	Carolyn Andrews		C	-500.00
						-500.00
02/24/2023	Bill Payment (Check)	4596	Gloria Vargas		C	-500.00
						-500.00
02/24/2023	Bill Payment (Check)	4597	Louch & Langston Training, LLC (The W Training Facility)		C	-7,500.00
						-7,500.00
02/24/2023	Bill Payment (Check)	4598	Math U See			-66.72
						-66.72
02/24/2023	Bill Payment (Check)	4599	Shannon Clark			-500.00
						-500.00
02/24/2023	Bill Payment (Check)	4600	Steve Dorsey			-500.00
						-500.00
02/24/2023	Bill Payment (Check)	4601	Tyler Roberts			-500.00
						-500.00
02/24/2023	Bill Payment (Check)	4602	University of California Riverside Extension			-463.25
						-463.25
02/24/2023	Bill Payment (Check)	4603	University of California Riverside Extension		C	-545.00
						-545.00
02/27/2023	Bill Payment (Check)	4604	K12 Management			-1,156.00
						-1,156.00
02/28/2023	Bill Payment	4605	Creative Bar Acquisitions, LLC			-3,501.00

Method Schools Corporation

Check Detail

December 2022 - February 2023

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					
						-3,501.00
02/28/2023	Bill Payment (Check)	4606	GuideOne Insurance			-3,670.00
						-3,670.00

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MethodSchools	Jade Fernandez, Sr. Director of Schools	jfernandez@methodschools.org; 951-461-4620 x7000

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Method Schools is an online charter school serving students in the Southern California area including counties: San Diego, Orange, and Riverside. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

- Coursework is completed independently with the guidance of their learning coach and Method Schools CA credentialed teacher.
- Students and their learning coach meet with their Method Schools weekly online to review coursework assigned, take required assessments, and personalize learning based on each student's unique learning needs
- Multi-Tiered System of Supports are applied to each student based on a variety of data points, observation, and teacher, student, and parent feedback.
- Students communicate with their teachers regularly through email or phone and can arrange for added support in study lounges, Teach Squads, and homework clubs. Additional interventions may be applied based on student's individual needs

Method Schools' 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. Method Students are able to individualize their experience through varied and differentiated instructional delivery including:

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.
- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

- Supporting a college & career readiness environment by determining each student's interest to correspond with the student pathways; college-bound, University, NCAA, or conventional for Work Based Learning

Method Schools serve a diverse student population spread across San Diego, Orange, and Riverside counties. Of the 404 students, the ethnic breakdown are as follows: 49% White, 21% Hispanic/Latino, 10% Black or African-American, 10% Two or More Races, 3% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 7% of the student population. Further, 28% of the student population are socioeconomically disadvantaged. 18% of students qualify for Special Education and 7% of students have a 504 plan.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Method Schools has identified the following successes:

- Increase in iReady diagnostic participation from 95% to 96% in grades K-8
- iReady Reading 39.91% of K-8 students classified as below grade level improved Reading placement by one or more grades
- Based on iReady diagnostic 2; 23.09% of students tested at or above grade level in Math
- iReady Math 38.4% of students in K-8 classified as below grade level improved Math placement by one or more grade levels.
- iReady Math Domain Measurement and Data showed that 41.51% of students grew one or more grade levels in this domain
- IXL English 20% growth at grade level or above.
- Super Skill practiced in IXL,“Grammar” the highest skill increased. 17% 1+ above grade level. 10% 2 + above grade level.
- IXL Math 15% growth at grade level or above.
- Super Skill practiced in IXL, “Geometry/Measurement” the highest skill increased. 14% 1 + above grade levels. 5% 2+ above grade level.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 97% of staff feel extremely satisfied (93%) or somewhat satisfied (4%) with Method Schools as a place to work.
- Based on parent satisfaction survey, 94% of parents are extremely satisfied (68%) or moderately satisfied (26%) with Method Schools. Further, 90% of students expressed Method teachers teach extremely well (36%), very well (35%) or moderately well (20%).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Method Schools has identified the following areas of need:

- In its first administration of the CAASPP state assessment since its pause, student performance has fallen overall. Method is 39.4 points below standard in English Language Arts and 79.6 points below standard in Mathematics.

- Based on parent and student survey data, only 49% of students were satisfied with the extracurricular activities offered at Method.
- Staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Method Schools's 2021-2024 LCAP features a three-year plan for continued improvement and development. Based on the findings from thorough research, surveys, and focus groups, Method Schools identified three areas of need: Academic Achievement, Development of wraparound services, and the professional development of its teachers. To address Academic Achievement, Method Schools will improve and better align curriculum and instructional practices, develop a competency-based learning framework, and expand college and career counseling team and services. To address the development of wrap around services, Method Schools will expand opportunities for CTE, social opportunities such as Teach Squad, field trips, and school events, and better support parents through parent workshops and the development of a Parent Advisory Committee. Finally, to address the need for teacher development, Method Schools will support its teachers' development through increased internal coaching, professional development opportunities, and the development of an in-house induction program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regularly, Method Schools publishes general staff, parent, and student surveys in addition to targeted surveys.

In addition to surveys, Method Schools conducted staff, student, and parent focus groups to provide more insight into the perspectives of the stakeholder groups.

A summary of the feedback provided by specific educational partners.

At Method Schools 94% of parents are either extremely satisfied (68%) or moderately satisfied (26%) with Method Schools staff. 6% of parents indicate they are slightly dissatisfied. Parents voiced “Method has given my daughter the tools to succeed academically.” In addition, “My son for the first time enjoys going to school”

70% of students feel their Method teachers taught extremely well (36%) or very well (34%). In addition, 20% felt their teachers taught moderately well. Conversely, students feel improvement can be made with the extracurricular activities. Only 49% of students were either very satisfied (15%), satisfied (25%), or somewhat satisfied (9%) with the extracurricular offerings at Method. The remaining 51% responded neutral (33%) or in the dissatisfied ranges.

Students and parents expressed their desire for additional social events, Visual and Performing arts opportunities, and even “family potlucks to get to know each other.”

In a staff survey, 97% of staff report that they are extremely (73%) or somewhat satisfied (24%) with Method Schools as a place to work. No employees reported they were dissatisfied. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff. Staff also advocated for students wanting “to increase socialization for students to interact and strengthen one another in learning community” and improving the understanding of our school model to families prior to orientation.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on feedback from all stakeholders, Method Schools will implement the following:

- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
- Improve the college and career department and provide an expanded CTE catalog

- Expand opportunities for group learning, assemblies, and field trips and include opportunities for staff to collaborate and build community in person
- Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee
- Improve our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school year

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement as measured by growth in academic achievement data, increase graduation rate, and better synchronization between instructional practices, curriculum, and competency-based learning

An explanation of why the LEA has developed this goal.

In its last CAASPP participation in 2019, Method Schools students scored 21.9 below standard in Language Arts and 80.3 points below standard in Math. We must increase these achievement levels in order to ensure our students academic achievement and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better). Semester 2 outcomes will be updated when report cards are finalized.	In 2021-22 school year Semester 2, 87% of grades were passing (C or better) In 2022-23 school year Semester 1, 88% of grades were passing (C or better)	[Insert outcome here]	95% of course grades earned will be Cs or better.

Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	CAASPP Performance Data will be updated when results come in summer of 2022. **iReady ELA K-8:** 67% are at or above grade level Of students performing below grade level 27% have improved by one or more grade levels. **iReady Math K-8:** 46% of students are at or above grade level Of students performing below grade level, 33% improved by one or more grade levels **iXL ELA 9-11** 36% of students are at or above grade level. Of students performing below grade level, 11% improved by one or more grade levels. **iXL Math 9-11**	In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math. **iReady ELA K-8:** 47% are at or above grade level **iReady Math K-8:** 34% are at or above grade level **iXL ELA 9-11** 31% a students are at or above grade level, according to our diagnostic. **iXL Math 9-11** 15% increased one grade level or more from our diagnostic.	[Insert outcome here]	Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		15% of studens are at or above grade level Of students performing below grade level, 16% improved by one or more grade levels.			
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	78% of cohort students in 2021 graduated with a high school diploma.	91% of cohort students in 2021-22 graduated with a high school diploma	[Insert outcome here]	95% of cohort students in 2023-24 will graduate with a high school diploma

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Improvement	Update current curriculum and continued development of new curriculum to better align to Method educational program and common core standards.	$100,000	N
2	Competency-Based Learning Development	Implement live instruction sessions based on standards-aligned interventions and utilize all aspects of online curriculum, internal diagnostics, and instructors to transition to competency based learning.	$200,000	Y
3	College and Career Counseling	Further expand the college and career counselor team and develop strategic processes for identifying and supporting students in their path toward HS graduation.	$125,000	Y

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A Director of Curriculum was put in place effective August 2022. In addition to the Director of Curriculum, Method expanded the Curriculum writing team to 7 part-time writers and 2 full-time writers.

To embed better support for English Learners, ELLevation curriculum was purchased and is currently being embedded into existing courses.

Staffing changes impacted the counseling team. Three counselors replaced last year's team, and the new team is currently enrolled in Counseling Certification program through UC Riverside or UC Los Angeles.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 budgeted expenditures were $425,000. Actual expenditures are projected to be approximately $471,000 at 6/30/2023. No material differences exist.

An explanation of how effective the specific actions were in making progress toward the goal.

The addition of a counseling with a specific focus on supporting students with post-secondary plans and monitoring high school students' progress towards graduation, has improved Method Schools' graduation rate by 73% from 2021 graduates (74) and 20% from 2022 graduates (106) to the 2023 planned graduates of (128) students. In addition, the counseling team provides homeroom teachers education, training, and support to high school homeroom teachers so that they may better support their students.

The introduction of a new Director of Curriculum and expanded curriculum writing team enabled Method to focus on designing curriculum based on elements of Universal Design Learning and mastery-based learning. Under the team, in-house a Visual Arts & Communication CTE course pathways and Work Experience courses have been added to Method course catalog. Work has begun on expanding Method's courses to K-2 classes. All of these actions allow Method to utilize in-house curriculum rather than rely on outside courses provided by vendors.

In its first administration of the 2021-22 Smarter Balanced Assessment, Method was disappointed by dipping scores since its last administration in 2018-19. While Method's performance is still in line with the overall performance of state schools and even more aligned with schools with a similar online, independent study model, Method underperformed its academic performance goals. Method students scored 39.4 below standard in ELA and 79.6 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. Method's ELD population of students consistently performs below average on the Smarter Balanced Assessment, but has never been large enough to qualify as a significant subgroup. As the population of ELD students increases, Method is committed to meeting their individual language needs to support learning in addition to their success on the statewide assessments. Method committed funding to this effort through a subscription to the ELLevation platform, allowing students' performance data to be tracked for growth and areas of focus. Additionally, ELLevation provides research-backed strategies for improving language acquisition and proficiency. The Curriculum team will use the resources provided by ELLevation to create a designated ELD support class for students. In previous years, ELD students received their designated support via one-on-one meetings. They will continue to receive this support in addition to enrolling in a designated ELD class that uses grade level content and scaffolded language activities to support the ELD standards.

This is our second year using IXL for our measurement. WIth the increase of new enrollment from 2021-2022 to 2022-2023, and the changes to the weekly specific skills practiced we found a solid increase to the student's diagnostic scores from diagnostic #1 in Aug. to the #2 in Dec. The second diagnostic for both the ELA and Math skills that were the weekly focus showed the highest significant increase. Grammar increased 63% Geometry increased 65% from the first diagnostic to the second. Of 4,237 skills practiced between Aug. and Dec. 64% reached mastery. 76.76% of students started three grade levels

below grade level on the first diagnostic. The second diagnostic the students lowered the number to 70.97% three grade levels below grade level, and moved students to one grade level below grade level.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Under the Director of Curriculum, Method Curriculum Department has recentered its focus on the following initiatives: Using the framework of Competency Based Education. Method Schools uses elements of Universal Design Learning and mastery-based learning & assessment to offer a standards-based approach to the Independent Study model. Method Schools has developed a Profile of the Method Graduate that outlines the twelve competencies students will practice throughout their tenure at Method with a goal of building the skill set necessary for postsecondary success. Explicit instruction and practice of these competencies are embedded into the coursework alongside a focus on standards-mastery. Curriculum offers students choice and is designed for universal access. Teachers use equitable grading practices to measure mastery and ensure students are able to show what they have learned and receive a grade that reflects learning rather than compliance. Courses are being rewritten with full implementation anticipated for Fall 2024.

The counseling department at Method schools has become a vital component to the student success and their progression within their pathway toward graduation and providing the teachers and Method families with college and career readiness knowledge. The counseling team thrives on building relationships with teachers and providing positive experiences for students while we have a unique position in assisting from enrollment to graduation. With the addition of the counseling support Method teachers, students, and families are provided with the knowledge to be create college and career readiness in all directly affected with the students planning.

The counseling department has grown in itself with an added counselor and the registrar moving to more closely support the counseling team. The counselors support high school students by increasing college and career awareness through flyers, newsletters, and the counseling webpage to support families and students. Counselors provide weekly meetings and events, allows for small group discussion, check-ins, and goal setting with both students and teachers. The grad planner process has become more streamlined through onboarding meetings and students receive counselor support through weekly office hours. Finally, the counseling team has built relationships with community colleges in the Southern California area from; MSJC, Chaffey, LAVC, LACC, OCC, RCC, and more. The counseling team conducts surveys and collects data from teachers and students. The goal has been to provide consistent support following data collected to the immediate needs of our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Further develop Method's offerings and menu of wraparound services including: counseling, CTE, mental health and socio-emotional services

An explanation of why the LEA has developed this goal.

Method Schools find that only 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. By increasing efforts toward wraparound services such as counseling, CTE, enrichment, and socio-emotional services, Method Schools will increase student engagement and academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year. There were a total of 19 courses selected.	66 students enrolled in a CTE course during the 2021-22 school year. There were a total of 35 courses selected.	88 students enrolled in a CTE course during the 2022-2023 school year. There are a total of 26 courses selected.		Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services	71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.	Developed Meal Assistance Program Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans.		85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness.

Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants. Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.	Developed yearlong tiles including Associated Student Body and Yearbook 415 Method Students and Parents registered for in-person field trips and activities. Added competitive team sports by joining CIF league. Created new “Mobile Student Success Manager” role		Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events.
Increase involvement of parents in parent workshop attendance	Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants.	Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee Planning in progress to offer more robust parent programming that addresses needs like social and emotional learning, computer literacy, financial	Parent Advisory Committee has been established with 4 parents serving on the committee. Method PAC co-hosted a Fall Festival with Method Associated Student Body. Additionally, they plan to host a self-defense class for families, and a miniature golf family event in both LA and Murrieta to close the 22-23 school year. Developing parent education opportunities		Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops.

		literacy, and best practices in supporting students.	including in-person and virtual classes/webinars and a series of self-paced mini-courses to enable parents to be better learning coaches.		

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Expansion	Increase the awareness of CTE pathways and enrollment in CTE courses	$33,000	Y
2	Mental Health/Social Emotional Wellness	Method Schools will develop a HOPE Squad to address suicide prevention, train teachers in trauma-informed and SEL, as well as increase awareness of mental health services	$378,000	Y
3	Parent Workshops	Method Schools will increase attendance and involvement in parent workshops and community events.	$61,000	N

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In order to minimize the use of outside curriculum vendors, Method began writing its own Career Technical Education courses using the CTE Model Curriculum standards and framework. Thus far, Method has developed several new Career Technical Education pathways including: Visual Arts & Communication, Graphic Design, and Work-based Learning. Courses are taught by fully-credentialed CTE instructors. Next steps include cultivating community partnerships to create observation and internship opportunities and collecting postsecondary data from pathway completers, in addition to expanding pathway offerings in accordance with student interest surveys.

In order to increase the frequency and extend the reach of in-person events, Method added the role of Mobile Student Success Manager (or Mobile SSM). Two Mobile SSMs host Teach Squad events, provide academic support, and host field trips in their assigned regions. Method employs two Mobile SSMs that cover the Los Angeles & San Bernardino counties and San Diego, Orange, & Riverside counties.

In an effort to increase social opportunities, student centered organizations like Associated Student Body and Yearbook was established in the 2022-23 school year providing yearlong opportunities for students to collaborate and contribute to the overall school culture. Student

participation in HOPE squad has declined. Method still offers the HOPE Squad class and curriculum, but the school will renew efforts to recruit participation in HOPE squad spearheaded by Associated Student Body students in the coming year. Method also joined a CIF league and has participated in competitive sports for students grades 4-8. Resources will be allocated to expand all of these opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 budgeted expenditures were $472,000. Actual expenditures are projected to be approximately $344,500, or 73% of budget, at 6/30/2023. Action item #2 was budgeted for $378,000. At year end we expect to spend approximately $236,200 of this budgeted amount. The difference is primarily due to enrollment changes since the initial LCAP plan was instituted. The budget for action item #2 will be decreased in 2023-24 to reflect actual student needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The development of new Career Technical Education pathways has increased student participation in CTE classes by 33% better preparing students for post secondary options through comprehensive career exploration courses. The number of different CTE courses selected have decreased as more students have been interested in the CTE courses developed by Method rather than the outside curriculum vendors.

Social activities have increased and Method has both developed and increased the opportunities for field trips and social events, but also expanded the opportunities for students to both socialize and contribute to Method community through clubs and activities such as Yearbook, Associated Student Body, and competitive CIF sports. Thus far, Method has fielded Boys Basketball and 7-on-7 Football teams

After recruitment efforts last year, Method established its first Parent Advisory Committee. Starting with two members, the committee has doubled in size. The Parent Advisory Committee serves to provide insight on the needs of Method School families including parent education opportunities and social activities.

The addition of two Mobile Student Success Managers increase Method's visibility in local communities outside of their headquarters in Murrieta. Method deploys two Student Success Managers to different areas of Southern California four days a week.

Despite these efforts, surveys still show mixed results in satisfaction with extracurricular activities. The most recent student survey showed that only 49% of students were satisfied with the extracurricular activities offered at Method. Upon further exploration, Method will target specifically the time and locations that are more convenient for most in order to provide equitable opportunities for socialization regardless of where a student lives.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method will infuse more parent programming in the future years to build upon a growing parent community. In addition to field trips and events, Method Schools will focus more attention on providing opportunities for positive school interactions through the introduction of

athletics and competitive sports teams. Targeted efforts will be made leading into next school year to attract more students to these opportunities including field days and spirit weeks to build school spirit and community including reinvigorating participation in HOPE squad and increasing participation in other classes and clubs like Associated Student Body and Yearbook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Further develop staff to better support families through expanding professional development: in-house induction program, coaching, and evaluation cycles.

An explanation of why the LEA has developed this goal.

As a fairly new charter school, Method Schools has attracted a workforce in its beginning stages of teacher development. Method Schools needs to be responsive to the needs of a young workforce and develop supports to increase teacher effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.	91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%)		Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software. Method offered trauma informed training and	Began Competency Based Learning training in preparation for move to CBL		Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.

		cultural diversity training school wide.			
Develop coaching and mentorship through beginning teacher induction program.	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction. 22.6% of staff completed induction. Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.	36% of staff completed Year 1 of induction 57% of staff completed induction. Offered Developmental Coaching to all staff and Instructional Coaching in pilot program		75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching and mentorship	Develop teacher training, coaching, development and feedback cycle including: • Quarterly goal-setting aligned to CSTPs • Evaluation based on growth and coaching outcomes	$100,000	N
2	Professional Development	Increase availability and opportunity for professional develop including SafeSchools catalog, in-house trainings, and guest speakers.	$53,000	N
3	Induction Program	Method Schools will develop an internal induction program that will allow beginning teachers to clear their teaching credential through the programs and coaching practices already developed at Method Schools.	$115,000	N

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to leadership reorganization, Method paused its development of the Initial Institutional Approval process. Method remains in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching and developmental coaching program was founded this year. Method also continues its use of eLoomi to house training courses and its evaluation process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 budgeted expenditures were $268,000. Actual expenditures are projected to be approximately $189,000, or 71% of budget, at 6/30/2023. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions in making progress toward developing staff were effective. Teacher effectiveness rated by Method parents and students increased to 90%. Method provided opportunities for professional development and training, and 40% of Method's staff made progress toward clearing their credential.

In its first year, staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method continues to refine how to best support teachers in instruction and student support. In its pilot year, the new coaching program has been rated somewhat impactful by the majority of the staff and refinements will be made so that coaching is more effective and impactful for its employees.

Now having used eLoomi as a performance management tool for two years, Method has discovered limitations in its capabilities. Method has begun research on a tool that can meet the organization's needs to track employee progress toward schoolwide Objectives and Key Results as well as provide effective and meaningful feedback for evaluations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$439,981	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.85%	0%	$0	7.85%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of these subgroups, we will develop and introduce revised curriculum that is flexible and competency-based to increase their engagement and opportunities for academic success. Wraparound services such as social activities, mental health services, and parent support will further help to address the underserved social needs that need to be addressed by specifically these populations. Further, the development of a highly trained and effective staff will specifically address how to better meet the needs of these subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Method Schools is developing curriculum that offers multiple modalities, differentiated curriculum, and assessments for understanding to increase the opportunities for success. Wraparound services ensure Method students are connected to resources to address their basic needs. Method's professional development plan includes specific and direct development in serving underserved groups - both in addressing academic and social and emotional needs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Method Schools does not have a high concentration of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	20:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	10:1	N/A

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year**:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

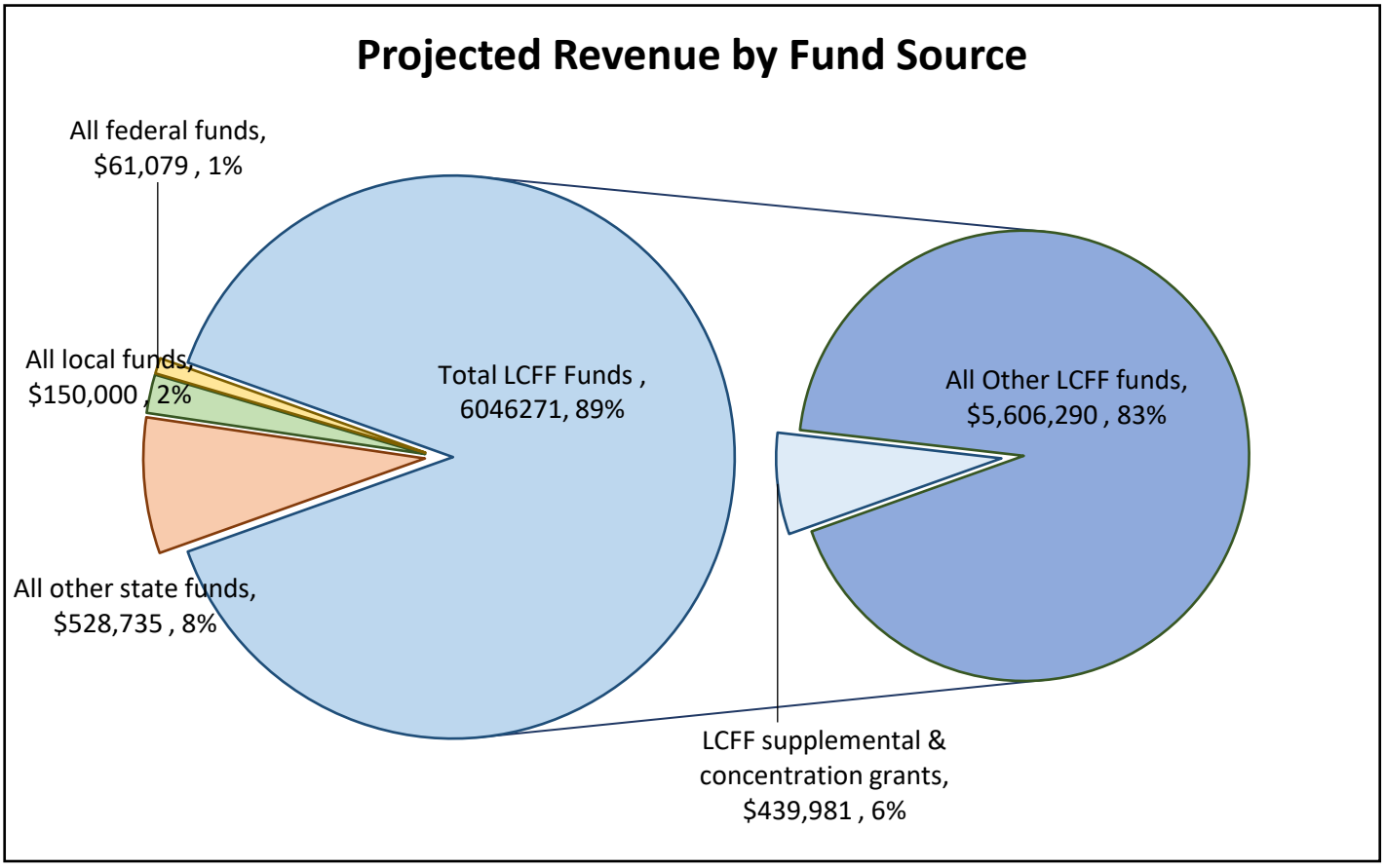
CDS Code: 37-68049-0129221

School Year: 2023-24

LEA contact information: Stefanie Bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

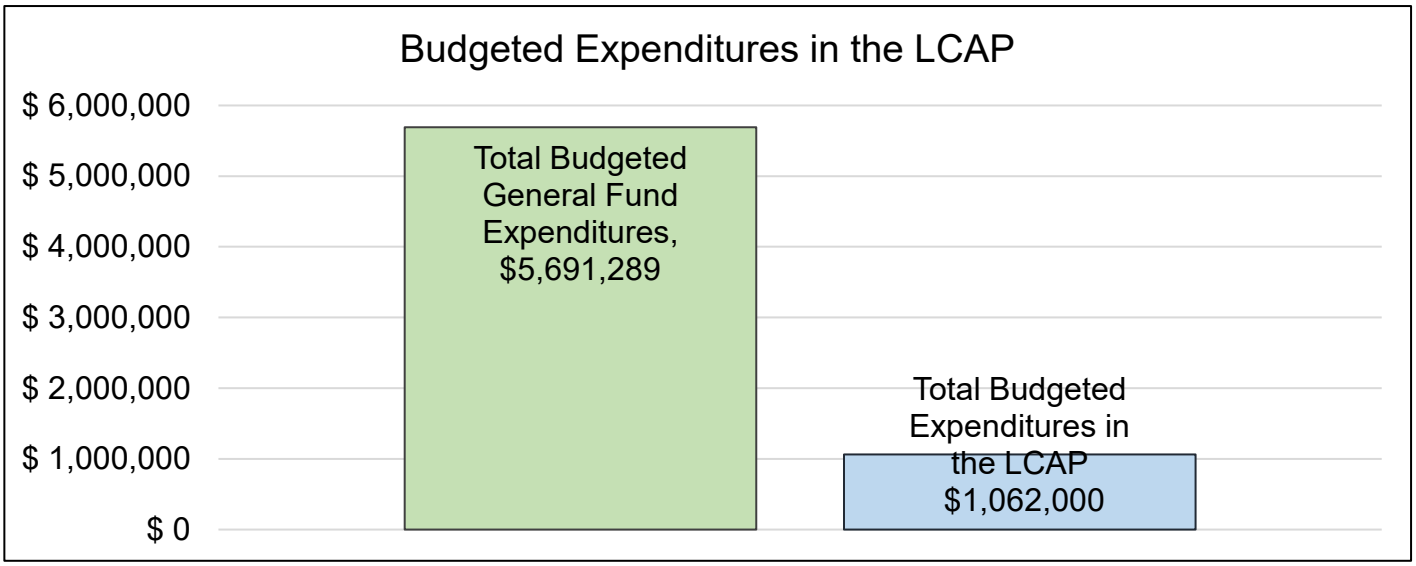


This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is $6,786,085.00, of which $6,046,271.00 is Local Control Funding Formula (LCFF), $528,735.00 is other state funds, $150,000.00 is local funds, and $61,079.00 is federal funds. Of the $6,046,271.00 in LCFF Funds, $439,981.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method Schools plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools plans to spend $5,691,289.00 for the 2023-24 school year. Of that amount, $1,062,000.00 is tied to actions/services in the LCAP and $4,629,289.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The bulk of the expenditures which are not part of the LCAP are day to day student instruction, including teacher salaries and benefits. Other non LCAP expenses include student support needs, student information systems and tech. Other expenses necessary to operations such as accounting, human resources and the like are also not part of the LCAP budget.

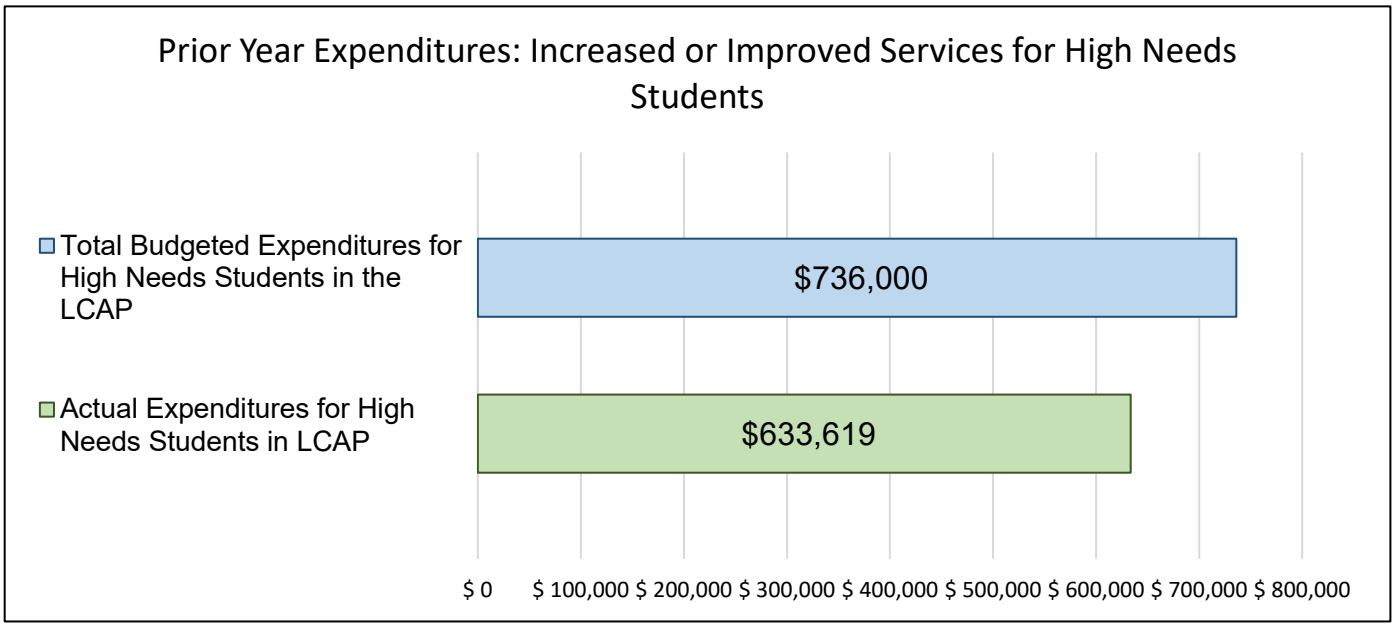
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, Method Schools is projecting it will receive $439,981.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools plans to spend $633,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Method Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Method Schools's LCAP budgeted $736,000.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent $633,619.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $102,381.00 had the following impact on Method Schools's ability to increase or improve services for high needs students:

The primary reason budgeted expenditures for improved services exceed projected actual expenditures is related to Goal 2 action 2. Changes in ADA numbers have resulted in a smaller need than originally budgeted for. In the 23-24 plan this line item budget will be reduced. The difference has not impacted overall services for high need students.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

22-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
22-23	$ 5,066,877	$ 396,939	7.83%	0.00%	7.83%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 115,000	$ 10,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 31,000	$ 2,000	$ 33,000	$ -	$ -	$ -	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	$ 303,000	$ 75,000	$ 378,000	$ -	$ -	$ -	$ 378,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	$ 61,000	$ -	$ 61,000	$ -	$ -	$ -	$ 61,000	0.00%
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3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	$ -	$ 53,000	$ 53,000	$ -	$ -	$ -	$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	$ 115,000	$ -	$ 115,000	$ -	$ -	$ -	$ 115,000	0.00%
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22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,165,000	$ -	$ -	$ -	1,165,000	$ 925,000	$ 240,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Improvement	All	$ 100,000	$ -	$ -	$ -	$ 100,000
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	$ 200,000	$ -	$ -	$ -	$ 200,000
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	$ 125,000	$ -	$ -	$ -	$ 125,000
				$ -	$ -	$ -	$ -	$ -
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	$ 33,000	$ -	$ -	$ -	$ 33,000
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	$ 378,000	$ -	$ -	$ -	$ 378,000
2	3	Parent Workshops	All	$ 61,000	$ -	$ -	$ -	$ 61,000
				$ -	$ -	$ -	$ -	$ -
3	1	Coaching & Mentorship	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	2	Professional Development	All	$ 53,000	$ -	$ -	$ -	$ 53,000
3	3	Induction Program	All	$ 115,000	$ -	$ -	$ -	$ 115,000
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22-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,066,877	$ 396,939	7.83%	0.00%	7.83%	$ 736,000	0.00%	14.53%	**Total:**	$ 736,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 736,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum Improvement	No	Schoolwide		All Grades	$ -	0.00%
1	2	Competency-Based Learning Development	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 200,000	0.00%
1	3	College & Career Counseling	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 125,000	0.00%
							$ -	0.00%
2	1	CTE Expansion	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 378,000	0.00%
2	3	Parent Workshops	No	Schoolwide		All Grades	$ -	0.00%
							$ -	0.00%
3	1	Coaching & Mentorship	No	Schoolwide		All Grades	$ -	0.00%
3	2	Professional Development	No	Schoolwide		All Grades	$ -	0.00%
3	3	Induction Program	No	Schoolwide		All Grades	$ -	0.00%
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22-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,165,000.00	$ 1,004,652.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	$ 100,000	$ 119,358
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ 213,435
1	3	College & Career Counseling	Yes	$ 125,000	$ 138,285
				$ -	$ -
2	1	CTE Expansion	Yes	$ 33,000	$ 45,651
2	2	Mental Health / Social Emotional Wellness	Yes	$ 378,000	$ 236,248
2	3	Parent Workshops	No	$ 61,000	$ 62,574
				$ -	$ -
3	1	Coaching & Mentorship	No	$ 100,000	$ 139,331
3	2	Professional Development	No	$ 53,000	$ 49,770
3	3	Induction Program	No	$ 115,000	$ -
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22-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 396,939	$ 736,000	$ 633,619	$ 102,381	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ 213,435.00	0.00%	0.00%
1	3	College & Career Counseling	Yes	$ 125,000	$ 138,285.00	0.00%	0.00%
2	1	CTE Expansion	Yes	$ 33,000	$ 45,651.00	0.00%	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	$ 378,000	$ 236,248.00	0.00%	0.00%

22-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,066,877	$ 396,939	0.00%	7.83%	$ 633,619	0.00%	12.51%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
23-24	$ 5,606,290	$ 439,981	7.85%	0.00%	7.85%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 115,000	$ 10,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 31,000	$ 2,000	$ 33,000	$ -	$ -	$ -	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	$ 200,000	$ 75,000	$ 275,000	$ -	$ -	$ -	$ 275,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	$ 61,000	$ -	$ 61,000	$ -	$ -	$ -	$ 61,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	$ -	$ 53,000	$ 53,000	$ -	$ -	$ -	$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	$ 115,000	$ -	$ 115,000	$ -	$ -	$ -	$ 115,000	0.00%
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23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,062,000	$ -	$ -	$ -	1,062,000	$ 822,000	$ 240,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Improvement	All	$ 100,000	$ -	$ -	$ -	$ 100,000
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	$ 200,000	$ -	$ -	$ -	$ 200,000
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	$ 125,000	$ -	$ -	$ -	$ 125,000
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2	1	CTE Expansion	English Learners, Low Income, Foster Youth	$ 33,000	$ -	$ -	$ -	$ 33,000
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	$ 275,000	$ -	$ -	$ -	$ 275,000
2	3	Parent Workshops	All	$ 61,000	$ -	$ -	$ -	$ 61,000
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3	1	Coaching & Mentorship	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	2	Professional Development	All	$ 53,000	$ -	$ -	$ -	$ 53,000
3	3	Induction Program	All	$ 115,000	$ -	$ -	$ -	$ 115,000
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23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,606,290	$ 439,981	7.85%	0.00%	7.85%	$ 633,000	0.00%	11.29%	**Total:**	$ 633,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 633,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Competency-Based Learning Development	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 200,000	0.00%
1	3	College & Career Counseling	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 125,000	0.00%
							$ -	0.00%
2	1	CTE Expansion	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 275,000	0.00%
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23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,062,000.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	$ 100,000	$ -
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ -
1	3	College & Career Counseling	Yes	$ 125,000	$ -
				$ -	$ -
2	1	CTE Expansion	Yes	$ 33,000	$ -
2	2	Mental Health / Social Emotional Wellness	Yes	$ 275,000	$ -
2	3	Parent Workshops	No	$ 61,000	$ -
				$ -	$ -
3	1	Coaching & Mentorship	No	$ 100,000	$ -
3	2	Professional Development	No	$ 53,000	$ -
3	3	Induction Program	No	$ 115,000	$ -
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23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 439,981	$ 633,000	$ -	$ 633,000	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ -	0.00%	
1	3	College & Career Counseling	Yes	$ 125,000	$ -	0.00%	
2	1	CTE Expansion	Yes	$ 33,000	$ -	0.00%	
2	2	Mental Health / Social Emotional Wellness	Yes	$ 275,000	$ -	0.00%	

23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,606,290	$ 439,981	0.00%	7.85%	$ -	0.00%	0.00%	$ 439,981.00	7.85%

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Method Schools, LA	Jade Fernandez, Sr. Director of Schools	jfernandez@methodschools.org; 951-461-4620 x7000

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Method Schools is an online charter school serving students in the Southern California area including counties: San Diego, Orange, and Riverside. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

- Coursework is completed independently with the guidance of their learning coach and Method Schools CA credentialed teacher.
- Students and their learning coach meet with their Method Schools weekly online to review coursework assigned, take required assessments, and personalize learning based on each student's unique learning needs
- Multi-Tiered System of Supports are applied to each student based on a variety of data points, observation, and teacher, student, and parent feedback.
- Students communicate with their teachers regularly through email or phone and can arrange for added support in study lounges, Teach Squads, and homework clubs. Additional interventions may be applied based on student's individual needs

Method Schools' 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. Method Students are able to individualize their experience through varied and differentiated instructional delivery including:

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.
- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

- Supporting a college & career readiness environment by determining each student's interest to correspond with the student pathways; college-bound, University, NCAA, or conventional for Work Based Learning

Method Schools serves a diverse student population spread across Los Angeles, San Bernardino, Kern, and Ventura counties. Of the 234 students, the ethnic breakdown are as follows: 47% White, 26% Hispanic/Latino, 17% Black or African-American, 5% Two or More Races, 1% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 5% of the student population. Further, 62% of the student population are socioeconomically disadvantaged. 13% of students qualify for Special Education and 10% of students have a 504 plan.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Method Schools has identified the following successes:

- Increase in iReady diagnostic participation from 95% to 96% in grades K-8
- iReady Reading 39.91% of k-8 students classified as below grade level improved Reading placement by one or more grades
- Based on iReady diagnostic 2; 23.09% of students tested at or above grade level in Math
- iReady Math 38.4% of students in K-8 classified as below grade level improved Math placement by one or more grade levels.
- iReady Math Domain Measurement and Data showed that 41.51% of students grew one or more grade levels in this domain
- IXL English 20% growth at grade level or above.
- Based on Super Skill practiced in IXL,“Grammar”had the highest increase. 61% no movement. 17% 1+ grade level above and 10% 2 + grade levels above.
- IXL Math 15% growth at grade level or above.
- Based on Super Skill practiced in IXL, “Geometry/Measurement” had the highest increase. 79% no movement. 14% 1 +grade levels above and 5% 2+ grade levels above.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 97% of staff feel extremely satisfied (93%) or somewhat satisfied (4%) with Method Schools as a place to work.
- Based on parent satisfaction survey, 94% of parents are extremely satisfied (68%) or moderately satisfied (26%) with Method Schools. Further, 90% of students expressed Method teachers teach extremely well (36%), very well (35%) or moderately well (20%).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Method Schools has identified the following areas of need:

- In its first administration of the CAASPP state assessment since its pause, student performance has fallen overall. Method is 39.4 points below standard in English Language Arts and 79.6 points below standard in Mathematics.

- Based on parent and student survey data, only 49% of students were satisfied with the extracurricular activities offered at Method.
- Staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Method Schools's 2021-2024 LCAP features a three-year plan for continued improvement and development. Based on the findings from thorough research, surveys, and focus groups, Method Schools identified three areas of need: Academic Achievement, Development of wraparound services, and the professional development of its teachers. To address Academic Achievement, Method Schools will improve and better align curriculum and instructional practices, develop a competency-based learning framework, and expand college and career counseling team and services. To address the development of wrap around services, Method Schools will expand opportunities for CTE, social opportunities such as Teach Squad, field trips, and school events, and better support parents through parent workshops and the development of a Parent Advisory Committee. Finally, to address the need for teacher development, Method Schools will support its teachers' development through increased internal coaching, professional development opportunities, and the development of an in-house induction program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regularly, Method Schools publishes general staff, parent, and student surveys in addition to targeted surveys.

In addition to surveys, Method Schools conducted staff, student, and parent focus groups to provide more insight into the perspectives of the stakeholder groups.

A summary of the feedback provided by specific educational partners.

At Method Schools 94% of parents are either extremely satisfied (68%) or moderately satisfied (26%) with Method Schools staff. 6% of parents indicate they are slightly dissatisfied. Parents voiced “Method has given my daughter the tools to succeed academically.” In addition, “My son for the first time enjoys going to school”

70% of students feel their Method teachers taught extremely well (36%) or very well (34%). In addition, 20% felt their teachers taught moderately well. Conversely, students feel improvement can be made with the extracurricular activities. Only 49% of students were either very satisfied (15%), satisfied (25%), or somewhat satisfied (9%) with the extracurricular offerings at Method. The remaining 51% responded neutral (33%) or in the dissatisfied ranges.

Students and parents expressed their desire for additional social events, Visual and Performing arts opportunities, and even “family potlucks to get to know each other.”

In a staff survey, 97% of staff report that they are extremely (73%) or somewhat satisfied (24%) with Method Schools as a place to work. No employees reported they were dissatisfied. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff. Staff also advocated for students wanting “to increase socialization for students to interact and strengthen one another in learning community” and improving the understanding of our school model to families prior to orientation.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on feedback from all stakeholders, Method Schools will implement the following:

- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
- Improve the college and career department and provide an expanded CTE catalog
- Expand opportunities for group learning, assemblies, and field trips and include opportunities for staff to collaborate and build community in person
- Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee
- Improve our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school yeaGoals and Actions

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement as measured by growth in academic achievement data, increase graduation rate, and better synchronization between instructional practices, curriculum, and competency-based learning

An explanation of why the LEA has developed this goal.

In its first and only CAASPP participation in 2019, Method Schools students scored 9.1 below standard in Language Arts and 91 points below standard in Math. We must increase these achievement levels in order to ensure our students academic achievement and growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better). Semester 2 outcomes will be updated when report cards are finalized.	In 2021-22 school year Semester 2, 87% of grades were passing (C or better) In 2022-23 school year Semester 1, 88% of grades were passing (C or better)	[Insert outcome here]	95% of course grades earned will be Cs or better.

Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	CAASPP Performance Data will be updated when results come in summer of 2022. **iReady ELA K-8:** 67% are at or above grade level Of students performing below grade level 27% have improved by one or more grade levels. **iReady Math K-8:** 46% of students are at or above grade level Of students performing below grade level, 33% improved by one or more grade levels **iXL ELA 9-11** 36% of students are at or above grade level. Of students performing below grade level, 11% improved by one or more grade levels. **iXL Math 9-11** 15% of studens are at or above grade level	In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math. **iReady ELA K-8:** 47% are at or above grade level **iReady Math K-8:** 34% are at or above grade level **iXL ELA 9-11** 31% a students are at or above grade level, according to our diagnostic. **iXL Math 9-11** 4% of our students are at or above grade level. 15% increased one grade level or more from diagnostic #1 to #2	[Insert outcome here]	Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Of students performing below grade level, 16% improved by one or more grade levels.	The focused skills practice areas showed the most growth on the diagnostic.- Geometry 65%		
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	78% of cohort students in 2021 graduated with a high school diploma.	83.1% of cohort students in 2021-22 graduated with a high school diploma	[Insert outcome here]	95% of cohort students in 2023-24 will graduate with a high school diploma

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Improvement	Update current curriculum and continued development of new curriculum to better align to Method educational program and common core standards.	$100,000	N
2	Competency-Based Learning Development	Implement live instruction sessions based on standards-aligned interventions and utilize all aspects of online curriculum, internal diagnostics, and instructors to transition to competency based learning.	$200,000	Y
3	College and Career Counseling	Further expand the college and career counselor team and develop strategic processes for identifying and supporting students in their path toward HS graduation.	$125,000	Y

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A Director of Curriculum was put in place effective August 2022. In addition to the Director of Curriculum, Method expanded the Curriculum writing team to 7 part-time writers and 2 full-time writers.

To embed better support for English Learners, ELLevation curriculum was purchased and is currently being embedded into existing courses.

Staffing changes impacted the counseling team. Three counselors replaced last year's team, and the new team is currently enrolled in Counseling Certification program through UC Riverside or UC Los Angeles.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 budgeted expenditures were $425,000. Actual expenditures are projected to be approximately $471,000 at 6/30/2023. No material differences exist.

An explanation of how effective the specific actions were in making progress toward the goal.

The addition of a counseling with a specific focus on supporting students with post-secondary plans and monitoring high school students' progress towards graduation, has improved Method Schools' graduation rate by 73% from 2021 graduates (74) and 20% from 2022 graduates (106) to the 2023 planned graduates of (128) students. In addition, the counseling team provides homeroom teachers education, training, and support to high school homeroom teachers so that they may better support their students.

The introduction of a new Director of Curriculum and expanded curriculum writing team enabled Method to focus on designing curriculum based on elements of Universal Design Learning and mastery-based learning. Under the team, in-house a Visual Arts & Communication CTE course pathways and Work Experience courses have been added to Method course catalog. Work has begun on expanding Method's courses to K-2 classes. All of these actions allow Method to utilize in-house curriculum rather than rely on outside courses provided by vendors.

In its first administration of the 2021-22 Smarter Balanced Assessment, Method was disappointed by dipping scores since its last administration in 2018-19. While Method's performance is still in line with the overall performance of state schools and even more aligned with schools with a similar online, independent study model, Method underperformed its academic performance goals. Method students scored 39.4 below standard in ELA and 79.6 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. Method's ELD population of students consistently performs below average on the Smarter Balanced Assessment, but has never been large enough to qualify as a significant subgroup. As the population of ELD students increases, Method is committed to meeting their individual language needs to support learning in addition to their success on the statewide assessments. Method committed funding to this effort through a subscription to the ELLevation platform, allowing students' performance data to be tracked for growth and areas of focus. Additionally, ELLevation provides research-backed strategies for improving language acquisition and proficiency. The Curriculum team will use the resources provided by ELLevation to create a designated ELD support class for students. In previous years, ELD students received their designated support via one-on-one meetings. They will continue to receive this support in addition to enrolling in a designated ELD class that uses grade level content and scaffolded language activities to support the ELD standards.

Diagnostic assessment data show 20% increased one grade level or more from diagnostic. The focused skills practice areas showed the most growth on the diagnostic. Grammar 63%

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Under the Director of Curriculum, Method Curriculum Department has recentered its focus on the following initiatives: Using the framework of Competency Based Education. Method Schools uses elements of Universal Design Learning and mastery-based learning & assessment to offer a standards-based approach to the Independent Study model. Method Schools has developed a Profile of the Method Graduate that outlines the twelve competencies students will practice throughout their tenure at Method with a goal of building the skill set necessary for postsecondary success. Explicit instruction and practice of these competencies are embedded into the coursework alongside a focus on standards-mastery. Curriculum offers students choice and is designed for universal access. Teachers use equitable grading practices to measure mastery and ensure students are able to show what they have learned and receive a grade that reflects learning rather than compliance. Courses are being rewritten with full implementation anticipated for Fall 2024.

The counseling department at Method schools has become a vital component to the student success and their progression within their pathway toward graduation and providing the teachers and Method families with college and career readiness knowledge. The counseling team thrives on building relationships with teachers and providing positive experiences for students while we have a unique position in assisting from enrollment to graduation. With the addition of the counseling support Method teachers, students, and families are provided with the knowledge to be create college and career readiness in all directly affected with the students planning.

The counseling department has grown in itself with an added counselor and the registrar moving to more closely support the counseling team. The counselors support high school students by increasing college and career awareness through flyers, newsletters, and the counseling webpage to support families and students. Counselors provide weekly meetings and events, allows for small group discussion, check-ins, and goal setting with both students and teachers. The grad planner process has become more streamlined through onboarding meetings and students receive counselor support through weekly office hours. Finally, the counseling team has built relationships with community colleges in the Southern California area from; MSJC, Chaffey, LAVC, LACC, OCC, RCC, and more. The counseling team conducts surveys and collects data from teachers and students. The goal has been to provide consistent support following data collected to the immediate needs of our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Further develop Method's offerings and menu of wraparound services including: counseling, CTE, mental health and socio-emotional services

An explanation of why the LEA has developed this goal.

Method Schools find that only 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. By increasing efforts toward wraparound services such as counseling, CTE, enrichment, and socio-emotional services, Method Schools will increase student engagement and academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year. There were a total of 19 courses selected.	66 students enrolled in a CTE course during the 2021-22 school year. There were a total of 35 courses selected.	88 students enrolled in a CTE course during the 2022-2023 school year. There are a total of 26 courses selected.		Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services	71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.	Developed Meal Assistance Program Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans.		85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness.

Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants. Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.	Developed yearlong tiles including Associated Student Body and Yearbook 415 Method Students and Parents registered for in-person field trips and activities. Added competitive team sports by joining CIF league. Created new “Mobile Student Success Manager” role		Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events.
Increase involvement of parents in parent workshop attendance	Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants.	Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee Planning in progress to offer more robust parent programming that addresses needs like social and emotional learning, computer literacy, financial literacy, and	Parent Advisory Committee has been established with 4 parents serving on the committee. Method PAC co-hosted a Fall Festival with Method Associated Student Body. Additionally, they plan to host a self-defense class for families, and a miniature golf family event in both LA and Murrieta to close the 22-23 school year. Developing parent education opportunities including in-person and virtual		Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops.

		best practices in supporting students.	classes/webinars and a series of self-paced mini-courses to enable parents to be better learning coaches.		

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Expansion	Increase the awareness of CTE pathways and enrollment in CTE courses	$33,000	Y
2	Mental Health/Social Emotional Wellness	Method Schools will develop a HOPE Squad to address suicide prevention, train teachers in trauma-informed and SEL, as well as increase awareness of mental health services	$378,000	Y
3	Parent Workshops	Method Schools will increase attendance and involvement in parent workshops and community events.	$61,000	N

Goal Analysis for 2023-24

A description of any substantive differences in planned actions and actual implementation of these actions.

In order to minimize the use of outside curriculum vendors, Method began writing its own Career Technical Education courses using the CTE Model Curriculum standards and framework. Thus far, Method has developed several new Career Technical Education pathways including: Visual Arts & Communication, Graphic Design, and Work-based Learning. Courses are taught by fully-credentialed CTE instructors. Next steps include cultivating community partnerships to create observation and internship opportunities and collecting postsecondary data from pathway completers, in addition to expanding pathway offerings in accordance with student interest surveys.

In order to increase the frequency and extend the reach of in-person events, Method added the role of Mobile Student Success Manager (or Mobile SSM). Two Mobile SSMs host Teach Squad events, provide academic support, and host field trips in their assigned regions. Method employs two Mobile SSMs that cover the Los Angeles & San Bernardino counties and San Diego, Orange, & Riverside counties.

In an effort to increase social opportunities, student centered organizations like Associated Student Body and Yearbook was established in the 2022-23 school year providing yearlong opportunities for students to collaborate and contribute to the overall school culture. Student participation in HOPE squad has declined. Method still offers the HOPE Squad class and curriculum, but the school will renew efforts to recruit participation in HOPE squad spearheaded by Associated Student Body students in the coming year. Method also joined a CIF league and has participated in competitive sports for students grades 4-8. Resources will be allocated to expand all of these opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 budgeted expenditures were $472,000. Actual expenditures are projected to be approximately $344,500, or 73% of budget, at 6/30/2023. Action item #2 was budgeted for $378,000. At year end we expect to spend approximately $240,000 of this budgeted amount. The difference is primarily due to enrollment changes since the initial LCAP plan was instituted. The budget for action item #2 will be decreased in 2023-24 to reflect actual student needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The development of new Career Technical Education pathways has increased student participation in CTE classes by 33% better preparing students for post secondary options through comprehensive career exploration courses. The number of different CTE courses selected have decreased as more students have been interested in the CTE courses developed by Method rather than the outside curriculum vendors.

Social activities have increased and Method has both developed and increased the opportunities for field trips and social events, but also expanded the opportunities for students to both socialize and contribute to Method community through clubs and activities such as Yearbook, Associated Student Body, and competitive CIF sports. Thus far, Method has fielded Boys Basketball and 7-on-7 Football teams

After recruitment efforts last year, Method established its first Parent Advisory Committee. Starting with two members, the committee has doubled in size. The Parent Advisory Committee serves to provide insight on the needs of Method School families including parent education opportunities and social activities.

The addition of two Mobile Student Success Managers increase Method's visibility in local communities outside of their headquarters in Murrieta. Method deploys two Student Success Managers to different areas of Southern California four days a week.

Despite these efforts, surveys still show mixed results in satisfaction with extracurricular activities. The most recent student survey showed that only 49% of students were satisfied with the extracurricular activities offered at Method. Upon further exploration, Method will target specifically the time and locations that are more convenient for most in order to provide equitable opportunities for socialization regardless of where a student lives.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method will infuse more parent programming in the future years to build upon a growing parent community. In addition to field trips and events, Method Schools will focus more attention on providing opportunities for positive school interactions through the introduction of athletics and competitive sports teams. Targeted efforts will be made leading into next school year to attract more students to these opportunities including field days and spirit weeks to build school spirit and community including reinvigorating participation in HOPE squad and increasing participation in other classes and clubs like Associated Student Body and Yearbook.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Further develop staff to better support families through expanding professional development: in-house induction program, coaching, and evaluation cycles.

An explanation of why the LEA has developed this goal.

As a fairly new charter school, Method Schools has attracted a workforce in its beginning stages of teacher development. Method Schools needs to be responsive to the needs of a young workforce and develop supports to increase teacher effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.	91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%)		Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software. Method offered trauma informed training and cultural diversity training school wide.	Began Competency Based Learning training in preparation for move to CBL		Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.
Develop coaching and mentorship through beginning teacher induction program.	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction.	36% of staff completed Year 1 of induction 57% of staff completed		75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework.

		22.6% of staff completed induction. Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.	induction. Offered Developmental Coaching to all staff and Instructional Coaching in pilot program		

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching and mentorship	Develop teacher training, coaching, development and feedback cycle including: • Quarterly goal-setting aligned to CSTPs • Evaluation based on growth and coaching outcomes	$100,000	N
2	Professional Development	Increase availability and opportunity for professional develop including SafeSchools catalog, in-house trainings, and guest speakers.	$53,000	N
3	Induction Program	Method Schools will develop an internal induction program that will allow beginning teachers to clear their teaching credential through the programs and coaching practices already developed at Method Schools.	$115,000	N

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to leadership reorganization, Method paused its development of the Initial Institutional Approval process. Method remains in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching and developmental coaching program was founded this year. Method also continues its use of eLoomi to house training courses and its evaluation process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 budgeted expenditures were $268,000. Actual expenditures are projected to be approximately $189,000, or 71% of budget, at 6/30/2023. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions in making progress toward developing staff were effective. Teacher effectiveness rated by Method parents and students increased to 90%. Method provided opportunities for professional development and training, and 40% of Method's staff made progress toward clearing their credential.

In its first year, staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method continues to refine how to best support teachers in instruction and student support. In its pilot year, the new coaching program has been rated somewhat impactful by the majority of the staff and refinements will be made so that coaching is more effective and impactful for its employees.

Now having used eLoomi as a performance management tool for two years, Method has discovered limitations in its capabilities. Method has begun research on a tool that can meet the organization's needs to track employee progress toward schoolwide Objectives and Key Results as well as provide effective and meaningful feedback for evaluations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$589,379	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.47%	0%	$0	11.47%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of these subgroups, we will develop and introduce revised curriculum that is flexible and competency-based to increase their engagement and opportunities for academic success. Wraparound services such as social activities, mental health services, and parent support will further help to address the underserved social needs that need to be addressed by specifically these populations. Further, the development of a highly trained and effective staff will specifically address how to better meet the needs of these subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Method Schools is developing curriculum that offers multiple modalities, differentiated curriculum, and assessments for understanding to increase the opportunities for success. Wraparound services ensure Method students are connected to resources to address their basic needs. Method's professional development plan includes specific and direct development in serving underserved groups - both in addressing academic and social and emotional needs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Method Schools does not have a high concentration of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	6:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	6:1	N/A

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in

the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration

of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools LA

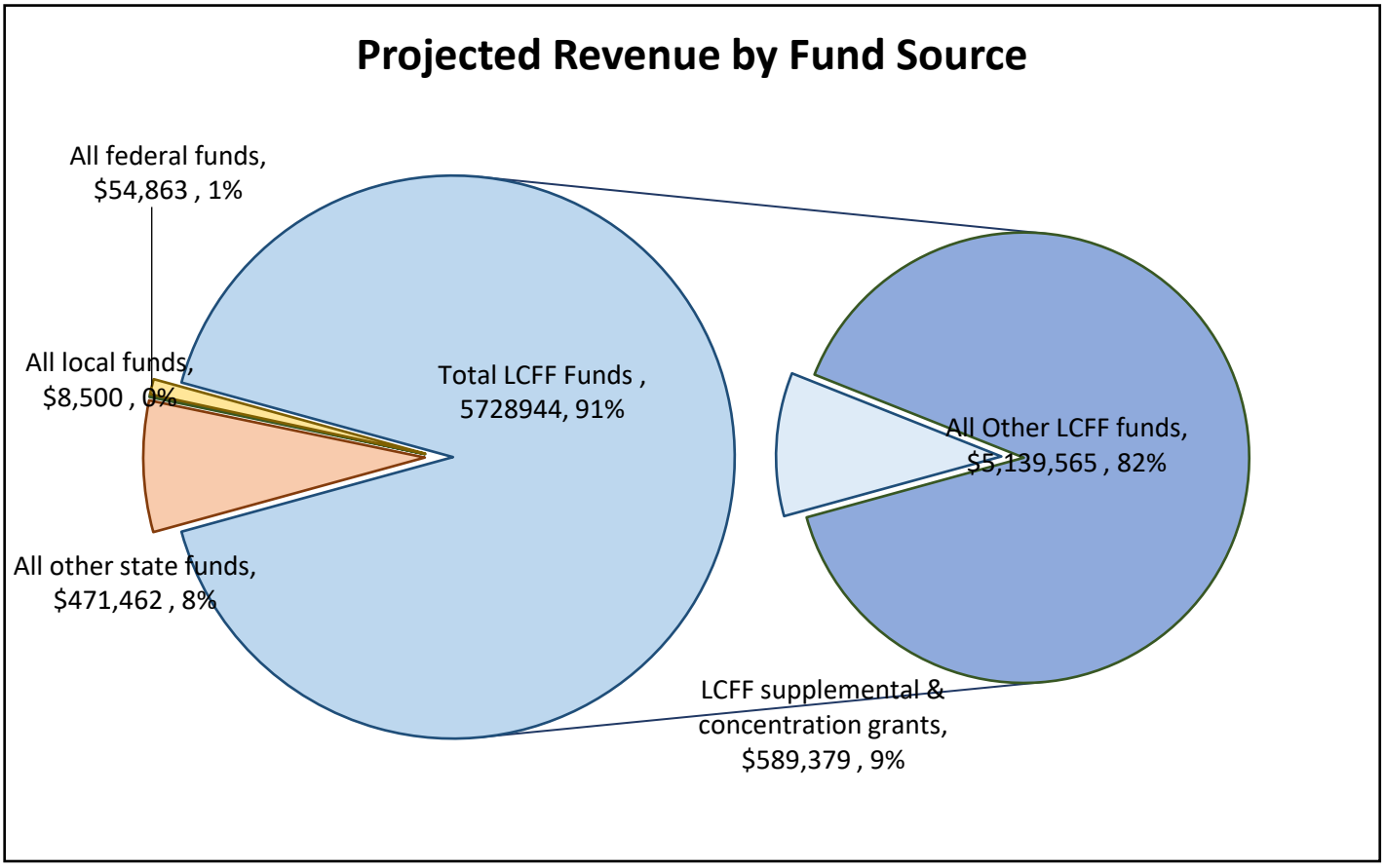
CDS Code: 19-175309-0137703

School Year: 2023-24

LEA contact information: Stefanie Bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

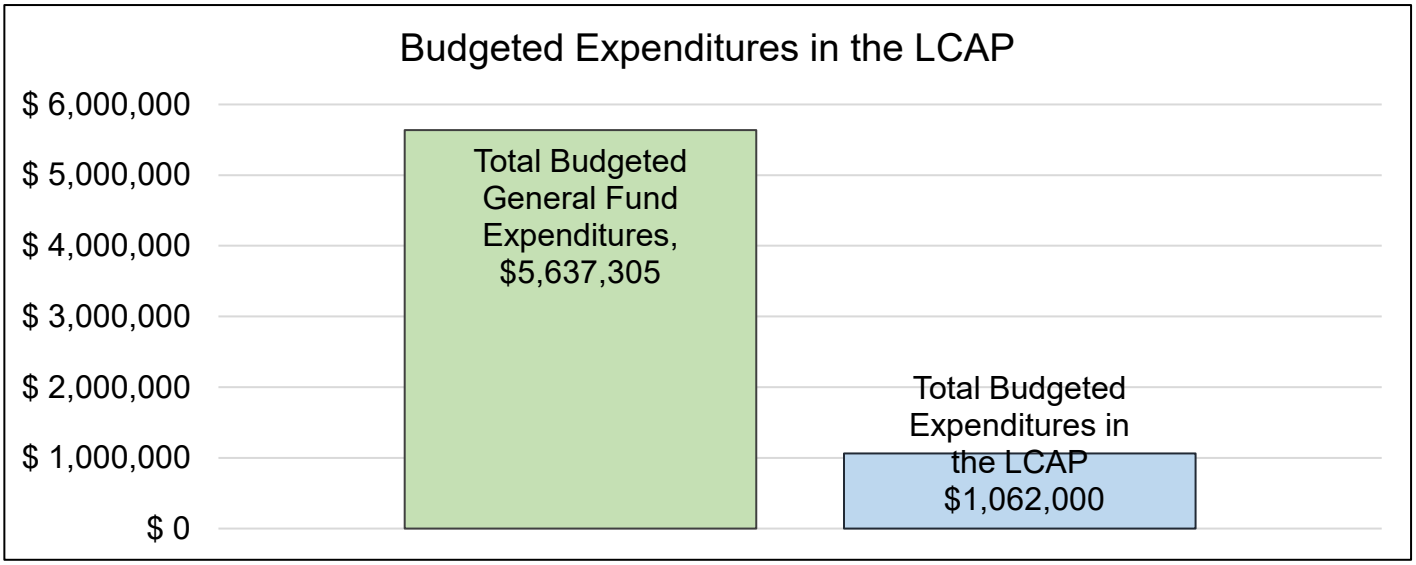


This chart shows the total general purpose revenue Method Schools LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools LA is $6,263,769.00, of which $5,728,944.00 is Local Control Funding Formula (LCFF), $471,462.00 is other state funds, $8,500.00 is local funds, and $54,863.00 is federal funds. Of the $5,728,944.00 in LCFF Funds, $589,379.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method Schools LA plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools LA plans to spend $5,637,305.00 for the 2023-24 school year. Of that amount, $1,062,000.00 is tied to actions/services in the LCAP and $4,575,305.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The bulk of the expenditures which are not part of the LCAP are day to day student instruction, including teacher salaries and benefits. Other non LCAP expenses include student support needs, student information systems and tech. Other expenses necessary to operations such as accounting, human resources and the like are also not part of the LCAP budget.

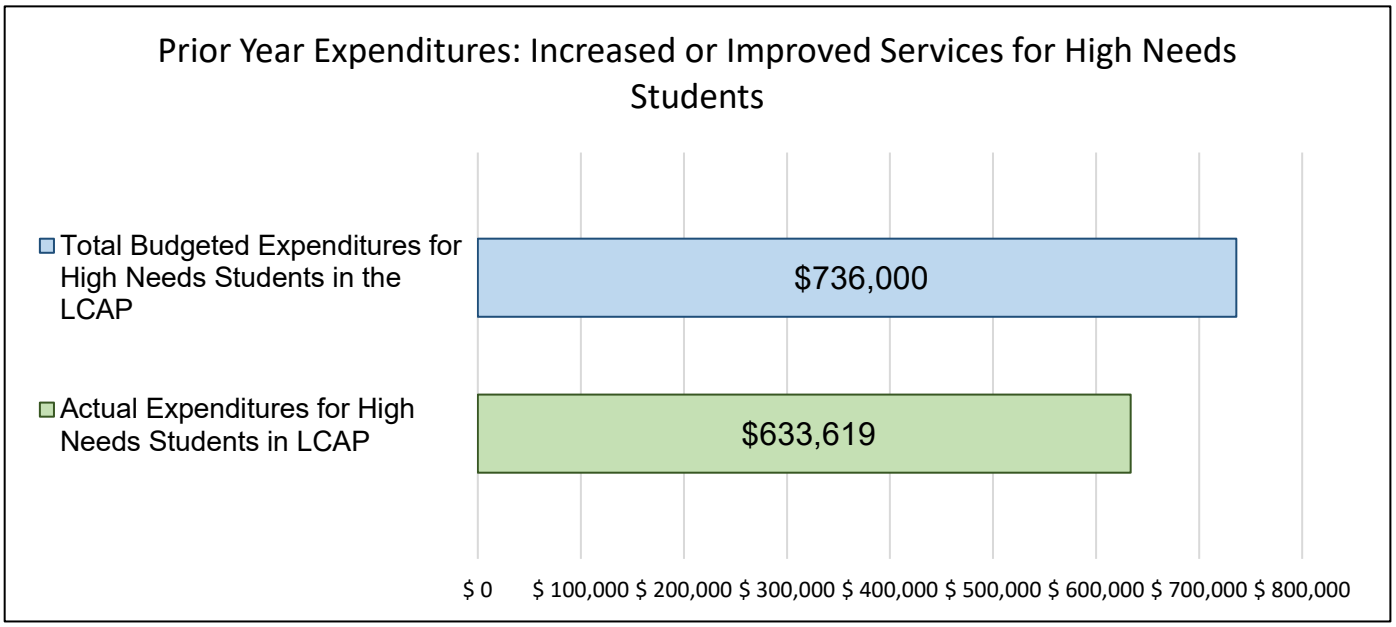
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, Method Schools LA is projecting it will receive $589,379.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools LA must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools LA plans to spend $633,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Method Schools LA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools LA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Method Schools LA's LCAP budgeted $736,000.00 for planned actions to increase or improve services for high needs students. Method Schools LA actually spent $633,619.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $102,381.00 had the following impact on Method Schools LA's ability to increase or improve services for high needs students:

The primary reason budgeted expenditures for improved services exceed projected actual expenditures is related to Goal 2 action 2. Changes in ADA numbers have resulted in a smaller need than originally budgeted for. In the 23-24 plan this line item budget will be reduced. The difference has not impacted overall services for high need students.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

22-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
22-23	$ 4,645,197	$ 439,157	9.45%	0.00%	9.45%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 115,000	$ 10,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 31,000	$ 2,000	$ 33,000	$ -	$ -	$ -	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	$ 303,000	$ 75,000	$ 378,000	$ -	$ -	$ -	$ 378,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	$ 61,000	$ -	$ 61,000	$ -	$ -	$ -	$ 61,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	$ -	$ 53,000	$ 53,000	$ -	$ -	$ -	$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	$ 115,000	$ -	$ 115,000	$ -	$ -	$ -	$ 115,000	0.00%
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22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,165,000	$ -	$ -	$ -	1,165,000	$ 925,000	$ 240,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Improvement	All	$ 100,000	$ -	$ -	$ -	$ 100,000
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	$ 200,000	$ -	$ -	$ -	$ 200,000
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	$ 125,000	$ -	$ -	$ -	$ 125,000
				$ -	$ -	$ -	$ -	$ -
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	$ 33,000	$ -	$ -	$ -	$ 33,000
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	$ 378,000	$ -	$ -	$ -	$ 378,000
2	3	Parent Workshops	All	$ 61,000	$ -	$ -	$ -	$ 61,000
				$ -	$ -	$ -	$ -	$ -
3	1	Coaching & Mentorship	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	2	Professional Development	All	$ 53,000	$ -	$ -	$ -	$ 53,000
3	3	Induction Program	All	$ 115,000	$ -	$ -	$ -	$ 115,000
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22-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,645,197	$ 439,157	9.45%	0.00%	9.45%	$ 736,000	0.00%	15.84%	**Total:**	$ 736,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 736,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum Improvement	No	Schoolwide		All Grades	$ -	0.00%
1	2	Competency-Based Learning Development	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 200,000	0.00%
1	3	College & Career Counseling	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 125,000	0.00%
							$ -	0.00%
2	1	CTE Expansion	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 378,000	0.00%
2	3	Parent Workshops	No	Schoolwide		All Grades	$ -	0.00%
							$ -	0.00%
3	1	Coaching & Mentorship	No	Schoolwide		All Grades	$ -	0.00%
3	2	Professional Development	No	Schoolwide		All Grades	$ -	0.00%
3	3	Induction Program	No	Schoolwide		All Grades	$ -	0.00%
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22-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,165,000.00	$ 1,004,652.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	$ 100,000	$ 119,358
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ 213,435
1	3	College & Career Counseling	Yes	$ 125,000	$ 138,285
				$ -	$ -
2	1	CTE Expansion	Yes	$ 33,000	$ 45,651
2	2	Mental Health / Social Emotional Wellness	Yes	$ 378,000	$ 236,248
2	3	Parent Workshops	No	$ 61,000	$ 62,574
				$ -	$ -
3	1	Coaching & Mentorship	No	$ 100,000	$ 139,331
3	2	Professional Development	No	$ 53,000	$ 49,770
3	3	Induction Program	No	$ 115,000	$ -
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22-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 439,157	$ 736,000	$ 633,619	$ 102,381	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ 213,435.00	0.00%	0.00%
1	3	College & Career Counseling	Yes	$ 125,000	$ 138,285.00	0.00%	0.00%
2	1	CTE Expansion	Yes	$ 33,000	$ 45,651.00	0.00%	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	$ 378,000	$ 236,248.00	0.00%	0.00%

22-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,645,197	$ 439,157	0.00%	9.45%	$ 633,619	0.00%	13.64%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
23-24	$ 5,139,565	$ 589,379	11.47%	0.00%	11.47%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 115,000	$ 10,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	$ 31,000	$ 2,000	$ 33,000	$ -	$ -	$ -	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	$ 200,000	$ 75,000	$ 275,000	$ -	$ -	$ -	$ 275,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	$ 61,000	$ -	$ 61,000	$ -	$ -	$ -	$ 61,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	$ -	$ 53,000	$ 53,000	$ -	$ -	$ -	$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	$ 115,000	$ -	$ 115,000	$ -	$ -	$ -	$ 115,000	0.00%
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23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,062,000	$ -	$ -	$ -	1,062,000	$ 822,000	$ 240,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Improvement	All	$ 100,000	$ -	$ -	$ -	$ 100,000
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	$ 200,000	$ -	$ -	$ -	$ 200,000
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	$ 125,000	$ -	$ -	$ -	$ 125,000
				$ -	$ -	$ -	$ -	$ -
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	$ 33,000	$ -	$ -	$ -	$ 33,000
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	$ 275,000	$ -	$ -	$ -	$ 275,000
2	3	Parent Workshops	All	$ 61,000	$ -	$ -	$ -	$ 61,000
				$ -	$ -	$ -	$ -	$ -
3	1	Coaching & Mentorship	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	2	Professional Development	All	$ 53,000	$ -	$ -	$ -	$ 53,000
3	3	Induction Program	All	$ 115,000	$ -	$ -	$ -	$ 115,000
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23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,139,565	$ 589,379	11.47%	0.00%	11.47%	$ 633,000	0.00%	12.32%	**Total:**	$ 633,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 633,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Competency-Based Learning Development	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 200,000	0.00%
1	3	College & Career Counseling	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 125,000	0.00%
							$ -	0.00%
2	1	CTE Expansion	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	$ 275,000	0.00%
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23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,062,000.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	$ 100,000	$ -
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ -
1	3	College & Career Counseling	Yes	$ 125,000	$ -
				$ -	$ -
2	1	CTE Expansion	Yes	$ 33,000	$ -
2	2	Mental Health / Social Emotional Wellness	Yes	$ 275,000	$ -
2	3	Parent Workshops	No	$ 61,000	$ -
				$ -	$ -
3	1	Coaching & Mentorship	No	$ 100,000	$ -
3	2	Professional Development	No	$ 53,000	$ -
3	3	Induction Program	No	$ 115,000	$ -
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23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 589,379	$ 633,000	$ -	$ 633,000	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	$ 200,000	$ -	0.00%	
1	3	College & Career Counseling	Yes	$ 125,000	$ -	0.00%	
2	1	CTE Expansion	Yes	$ 33,000	$ -	0.00%	
2	2	Mental Health / Social Emotional Wellness	Yes	$ 275,000	$ -	0.00%	

23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,139,565	$ 589,379	0.00%	11.47%	$ -	0.00%	0.00%	$ 589,379.00	11.47%