Method Schools Corporation

BOARD PACK

for

Method Schools Board of Directors- Regular Meeting

Tuesday, March 3, 2026

6:00 PM (PST)

Held at:

Method HQ

27232 Via Industria, Temecula, CA 92590

Generated: 2026-03-03 17:01:14

INDEX

Cover Page

Index

Agenda

Attached Documents:

5.1 a	For Board Approval - 2026-27 Staff Calendar.pdf	7
5.2 a	DRAFT Operations and Special Education MOU - Method Schools (F3 rev. 1-6-26).docx	8
5.3 a	FY27 Comp Plan for Board Approval.pdf	43
5.4 a	New Charter Base_Stipend Add-on For Admin & Support.pdf	45
5.5 a	Board Meeting 3.3.26_Instructure.pdf	47
5.5 b	Q-571972_Method School_OF (2000 Hours).pdf	48
5.6 a	3080 Donations and Fund Solicitation Policy.pdf	51
5.7 a	2025_2026 - 2nd Interim-Board Presentation Summary - preliminary.pdf	55
5.7 b	Method Schools 2025-26 2nd Interims.pdf	58
5.7 c	Method LA 2025-26 2nd Interims.pdf	114
5.7 d	Method Summit Academy 2025-26 2nd Interims.pdf	170
5.8 a	4140 Leave Policy New 2026.pdf	226
6.1 a	LCAP 26-27 Method Schools binder.pdf	241
6.1 b	LCAP 26-27 Method LA binder.pdf	312
6.1 c	LCAP 26-27 Method Summit Academy binder.pdf	383
7.1 a	Minutes : Method Schools Board of Directors Regular Meeting - 9 Dec 2025	452
7.2 a	Check Register BofA.pdf	460
7.2 b	Amex Register.pdf	464
7.3 a	Qtrly Investment Results 1.31.26 (1).pdf	474

AGENDA

METHOD SCHOOLS BOARD OF DIRECTORS- REGULAR MEETING

Name:	Method Schools Corporation
Date:	Tuesday, March 3, 2026
Time:	6:00 PM to 8:00 PM (PST)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590 https://methodschools.zoom.us/j/2615739608
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Mark Holley, Pete Getz, Sarah Avanessian, Sarah Delawder, Tracy Robertson, Yvette Serratos, Eve Laurelin
Apologies:	Stefanie Bryant, Jessica Spallino
Notes:	**PUBLIC COMMENT** Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. The following guidelines for have been established for consistency and legal compliance in regard to public comment: • **Agenda Items:** Members of the public may address the Board on any agenda item before or during the Board's consideration of that item (Gov. Code §54954.3). Requests to comment must be submitted using this Public Comment Requestat least 48 hours prior to the Board meet at which you'd like to speak • **Non-Agenda Items:** A general comment period is provided for matters within the Board's jurisdiction **not listed** on the agenda. The Board cannot take action on non-agenda items except as allowed by law. • **Time Limits:** Speaker time may be limited to 3 minutes per person, and the Board may set a reasonable overall time limit. All speakers will be given at least one opportunity to comment. • **Language Access:** When translation is provided, public comment time will be translated and doubled in accordance with Gov. Code §54954.3(b). • **Accommodations:** If you require a disability-related accommodation or auxiliary aid to participate, please contact Method Human Resources hr@methodschools.org at least 48 hours before the meeting. • **Conduct:** The Board may not restrict comment based on viewpoint. However, speakers must follow rules of order and not disrupt the meeting. • **Recording:** Members of the public may record or broadcast the meeting if it does not disrupt proceedings (Gov. Code §54953.5).

1. Call to Order

1.1 Roll Call

1.2 Public Comment on Closed Session Item(s)

2. Closed Session

2.1 Potential Litigation

3. Open Session

3.1 Report Out from Closed Session (if any action taken)

4. Management Reports

4.1 CEO Report

4.2 CBO Report

5. Major Decisions

5.1 2026-27 Staff Calendar

For Decision

Supporting Documents:

5.1.a For Board Approval - 2026-27 Staff Calendar.pdf 7

5.2 Operations & Special Education MOU- Method Schools & Dehesa School District

For Decision

Supporting Documents:

5.2.a DRAFT Operations and Special Education MOU - Method Schools (F3 rev. 1-6-26).docx 8

5.3 Compensation: 2026-27

For Decision

Supporting Documents:

5.3.a FY27 Comp Plan for Board Approval.pdf 43

5.4 Recurring New Charter Stipend

For Decision

Supporting Documents:

5.4.a New Charter Base_Stipend Add-on For Admin & Support.pdf 45

5.5 Infrastructure Quote- Additional hours to support SF to Canvas move

For Decision

Supporting Documents:

5.5.a	Board Meeting 3.3.26_Instructure.pdf	47
5.5.b	Q-571972_Method School_OF (2000 Hours).pdf	48

5.6 Board Policy 3080- Donations & Funds Solicitation

For Decision

Supporting Documents:

5.6.a	3080 Donations and Fund Solicitation Policy.pdf	51

5.7 2nd Interim Financial Reports

For Decision

2nd Interim Financial Reports

- Method Schools
- Method Schools, LA
- Method Summit Academy

Supporting Documents:

5.7.a	2025_2026 - 2nd Interim-Board Presentation Summary - preliminary.pdf	55
5.7.b	Method Schools 2025-26 2nd Interims.pdf	58
5.7.c	Method LA 2025-26 2nd Interims.pdf	114
5.7.d	Method Summit Academy 2025-26 2nd Interims.pdf	170

5.8 4140 Leave Policy Revisions

For Decision

- Revised to include foster/adoption leave (pg. 3)

Supporting Documents:

5.8.a	4140 Leave Policy New 2026.pdf	226

6. Public Hearings

6.1 Presentation of LCAPs

The Board of Trustees will hold a Public Hearing to receive public input on the following mid-year updates of 2025–26 LCAPs:

- Method Schools
- Method Schools, LA
- Method Summit Academy

No action will be taken at this time. The LCAP is scheduled for adoption at a subsequent Board meeting in accordance with Education Code §52062(b)(2).

Supporting Documents:

6.1.a	LCAP 26-27 Method Schools binder.pdf	241
6.1.b	LCAP 26-27 Method LA binder.pdf	312
6.1.c	LCAP 26-27 Method Summit Academy binder.pdf	383

6.2 Public Hearing: 2025–26 (LCAP)

- Method Schools
- Method Schools, LA
- Method Summit Academy

7. Consent Items

7.1 Confirm Minutes

For Noting

Supporting Documents:

7.1.a	Minutes : Method Schools Board of Directors Regular Meeting - 9 Dec 2025	452

7.2 Checking and Amex Registers Check/ACH/Expense registers for 12/1/25-1/31/26

For Decision

Supporting Documents:

7.2.a	Check Register BofA.pdf	460
7.2.b	Amex Register.pdf	464

7.3 Quarterly Investment Results

For Decision

Supporting Documents:

7.3.a	Qtrly Investment Results 1.31.26 (1).pdf	474

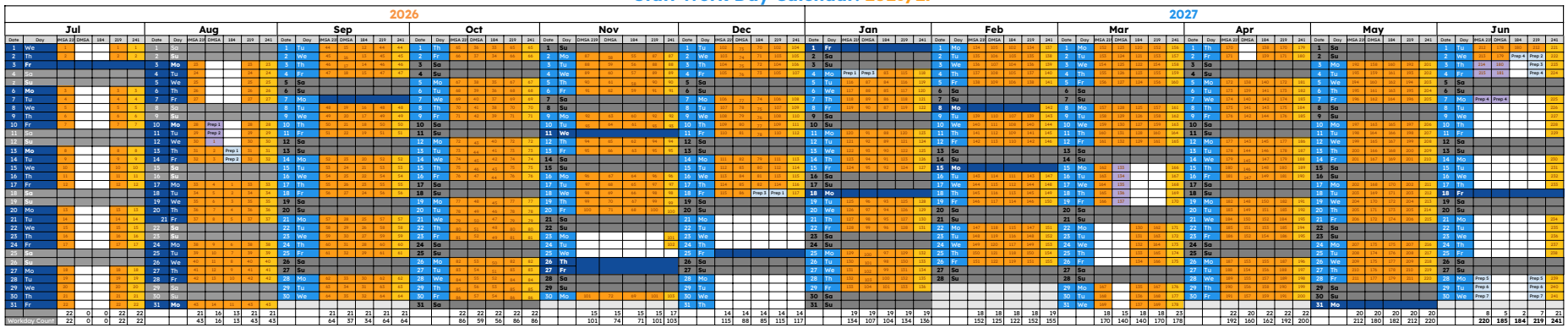
8. Discussion

9. Close Meeting

9.1 Close the meeting

Next meeting: Method Schools Board of Directors- Regular Meeting - Jun 3, 2026, 6:00 PM

Staff Work Day Calendar: 2026/27



Legend

Holiday	
Weekend	
Holiday - Instr	
Prep - Inst	
Holiday - Instr	
Non-Workday	

Key Dates

7/3	4th of July (Observed)
9/7	Labor Day
11/11	Veteran's Day
11/23-27	Thanksgiving Break - Inst Staff
11/26	Thanksgiving
11/27	Day after Thanksgiving
12/21-1/1	Christmas Break
12/25	Christmas
1/1	New Year's Day
1/18	Dr. MLK Jr Day
2/8	Lincoln Day - Inst Staff
2/15	President's Day
3/15-3/19	Spring Break - Inst Staff
5/31	Memorial Day
6/18	Juneteenth (Observed)

LP	Start Date	End Date	# of ADA
1	Jul 1	Jul 31	22
2	Aug 3	Aug 31	21
3	Sep 1	Sep 30	21
4	Oct 1	Oct 23	17
5	Oct 26	Nov 20	19
6	Nov 30	Dec 18	14
7	Jan 4	Jan 29	19
8	Feb 1	Feb 26	18
9	Mar 1	Mar 31	18
10	Apr 1	Apr 15	11
11	Apr 16	Jun 1	0
		Total	180

PR/RC- 17 weeks S1
PR1 Sept 4
PR2 Oct 2
PR3 Nov 6

RC1 Dec 1

PR/RC- 20 weeks S2
PR 1 Jan 2
PR 2 Feb 2
PR 3 Apr 2
PR 4 May 7
RC 2 Jun 2

CAASPP - Mar 29-Apr 30?

MEMORANDUM OF UNDERSTANDING

(Dehesa School District / Method Schools)

This Memorandum of Understanding ("MOU") is entered into by and between the Dehesa School District ("District") and Method Schools ("Method Schools" or "Charter School"), a public charter school operated by Method Schools, a California nonprofit public benefit corporation. The District and the Charter School are collectively referred to as "the Parties."

RECITALS

a. The District is a school district existing under the laws of the State of California.

b. Method Schools is a California nonprofit public benefit corporation that operates several public charter schools, including Method Schools, a public charter school existing under the laws of the State of California and under the authorization and oversight of the District. Method Schools shall be responsible for, and have all rights and benefits attributable to, the Charter School as further described in this MOU. Whenever this MOU obligates the Charter School to a course of action or prohibits or limits the Charter School from a course of action, Method Schools shall also be required to fulfill such obligation and be subject to such prohibition or limitation. No other corporations, organizations, or entities shall operate, administer, or participate in the governance of the Charter School unless a material revision request has been submitted to, and approved by, the District's Governing Board pursuant to the requirements of Education Code sections 47605 and 47607.

c. The District's Governing Board approved a petition to renew the Charter School for a term of five (5) years, commencing on July 1, 2026 and ending on June 30, 2031.

d. This MOU is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities, their legal relationships, the provision of special education and related services, the operation of the Charter School, and other matters of mutual interest.

e. The Charter School shall be responsible at all times for operating the Charter School in conformity with the provisions of its currently-authorized charter ("Charter"), all laws and regulations applicable to charter schools, and this MOU.

f. This MOU shall take effect upon the execution by the Parties and upon approval and ratification by the respective governing boards of the Parties. If any provision of this MOU is inconsistent with the Charter, the terms of this MOU shall control.

AGREEMENT

1. **Term.** The term of this MOU shall be coterminous with the term of the Charter School's Charter and shall be effective upon full execution by the Parties and upon approval or ratification of the Parties' respective governing boards, whichever is later, and shall remain in place until June 30, 2031 ("Term"), unless sooner terminated in accordance with the provisions included herein.

    a. This MOU shall terminate if the District revokes the Charter, or if the Charter School closes for any reason, after closure activities have been completed, except for those provisions surviving termination. "Closure" means that all legally required closure processes are completed, including completion of a final audit as required by law.

2. **Amendment/Modification.** This MOU may be modified in writing at any time during the Term of this MOU by mutual agreement. Any modification to this MOU shall be in writing, executed by the duly authorized representatives of the Parties, approved or ratified by the Parties' respective governing boards, and specifically indicate the intent of the Parties to modify this Agreement. No oral or other agreements or understanding shall be effective to modify or alter the written terms of this MOU.

3. **Designated Representatives.**

    a. 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. The Charter School's designated representative shall be its Principal 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.

4. **Compliance with MOU.** To the extent that any of the provisions in the Charter, bylaws, conflict of interest code, other governance documents, or operating policies/procedures are inconsistent or conflict with this MOU, this MOU shall govern. This includes any prohibitions on members of the Board of Directors having a financial interest in contracts with the Charter School. Failure to comply with the material terms of this MOU may constitute a material violation of the conditions, standards, or procedures set forth in the Charter within the meaning of Education Code section 47607(f)(1) and be subject to the procedures set forth in Education Code sections 47607(g)-(h).

5. **Charter Renewal.**

    a. Timeline. The Charter School shall act in a manner consistent with the intent of the law and collaboratively with the District to determine the timing of its renewal petition submission. The Charter School shall not submit its petition for renewal more than sixty (60) days prior to the first scheduled District Board of Education meeting of the school year in which the Charter School's charter

expires. Renewal petitions submitted prior to July 15 of the year in which the charter expires shall also be considered for a thirty (30) day extension by both parties.

b. Use of Data. Consistent with the intent of Education Code 47607(c)(6) and the designation of renewal performance tiers by the California Department of Education, the Charter School must submit its petition for renewal with the most current data available and disaggregated by distinct student groups served by the Charter School, where relevant and appropriate. To the extent verified data is no longer used to evaluate renewal eligibility under the Education Code when the Charter School submits its renewal petition, the Charter School shall comply with the data submission requirements under the Education Code and its implementing regulations under Title 5 of the California Code of Regulations, as applicable, that are in effect at that time.

c. Submission of Incomplete Petition. The District may, but shall not be obligated to, notify the Charter School of its submission of an incomplete renewal petition or delay the review process so that the Charter School may provide additional information. Should the District deem the renewal petition incomplete and the Charter School wishes to update it, the Charter School will need to withdraw its submission in writing and resubmit the renewal petition, thereby restarting the timeline.

6. **Material Revisions to Charter.**

a. Changes to the Charter School's Charter deemed by the District Superintendent or designee to be a material revision may not be made or implemented by the Charter School without prior approval from the District Board. Changes to the Charter that the District considers to be a material revision include, but are not limited to, the following:

i. Substantial changes to the educational program (including the addition or deletion of an educational program)

ii. Changing to, or adding, a nonclassroom-based program.

iii. Changes in student enrollment that represent an increase from the enrollment originally projected in the Charter by more than twenty percent (20%) of the total projected enrollment in any given year.

iv. Addition of grades or grade levels to be served.

v. Changes to the location of existing Charter School facilities, or the addition of a new site or facility. Changes to the location of existing Charter School facilities necessitates a material revision due to the

corresponding impacts on student enrollment/demographics, staffing, and finances.

vi. Changes in admission preferences that may result in more exclusive selection of students.

vii. Changes in governance structure, including, but not limited to, a change in the name of the Charter School, the number of Board members authorized in the Bylaws, the method by which Board members are selected, compliance with conflict of interest laws applicable to charter schools, or other substantive provisions.

7. **Oversight Fees.** Pursuant to Education Code section 47613, the District may charge for the actual costs of supervisorial oversight in an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee"). "Revenue" for purposes of this calculation will be determined by total LCFF allocation at P-2. The Charter School shall be invoiced and pay the Oversight Fee annually within sixty (60) days of receipt of the invoice from the District. Should the law concerning the maximum amount a school district may charge for supervisorial oversight change following the Effective Date of this MOU, the Parties agree that the applicable law then in effect shall supersede this provision.

8. **Supervisorial Oversight.** The District provides supervisorial oversight in the areas of the education program, fiscal practices, and governance. The District will provide direction annually on the steps it will take to conduct oversight and the information and/or records it will request of the Charter School. The District will provide regular reporting on oversight to the District Board. Supervisorial oversight shall include, but is not limited to, the following:

a. Review and revision of this MOU and any subsequent agreements to clarify or interpret the Charter, material revisions to the Charter, and the nature of the relationship between Charter School and the District.

b. All activities related to charter revocation and renewal processes as described in the Education Code.

c. All activities related to monitoring the performance and compliance of the Charter School with the terms of the Charter, related agreements, and all applicable laws.

d. Identification of at least one staff member as a contact person for the Charter School.

e. Visits to the Charter School at least annually.

i. The District will conduct at least one site visit annually to assess the Charter School's governance and organizational management, educational program and student performance, fiscal practices/internal controls, and fulfillment of the terms of the Charter. To the extent reasonable, the District will provide the Charter School with at least 48 hours of advance notice. The District may also make unannounced visits to the Charter School within its sole discretion.

ii. The site visits may include, but are not limited to, review/audit of records maintained by the Charter School; interviews with Charter School administration, staff, parents/guardians, and members of the Board of Directors; inspection of facilities; and observation of student instruction, including voluntary and non-disruptive teacher and/or student discussion or interaction. The oversight and site visit evaluations each year will be considered in any renewal decision made at the end of the term of the Charter. Any deficiencies will be reviewed with the Charter School's administration and its Board of Directors, as appropriate. The Charter School shall fully address and remedy any identified deficiencies to the District's satisfaction.

f. Ensuring that the Charter School submits the required and requested reports and documents.

g. Monitoring the fiscal condition of the Charter School.

h. Providing timely notification to the California Department of Education ("CDE") in the event the Charter is renewed, revoked, and/or the Charter School ceases operation for any reason.

i. Monitoring of teacher credentials and assignments.

9. **Responding to Inquiries and Requests for Information.** The Charter School agrees to promptly respond to all reasonable inquiries of the District, including inquiries regarding its financial records. The District may require the Charter School to provide records/information related to the District's oversight obligations and a detailed explanation of such records/information. The District will be reasonable in the timing, scope, and substance of its requests, and the Charter School agrees to provide all records and information in the form and at the reasonable times specified by the District.

10. **Legal Relationship.**

a. The Parties recognize that the Charter School is a separate legal entity that operates under the supervisorial oversight of the District. The Charter School is operated by a nonprofit public benefit corporation. The Charter School shall

maintain its status in good standing and in accordance with its corporate bylaws and Charter.

The Charter School shall be wholly and independently responsible for the Charter School's operations and shall manage its operations efficiently and economically as described in the Charter and in its annual budget. If the District, including its Board, complies with its supervisorial oversight duties under Education Code sections 47604.32, it shall not be liable for the debts or obligations of the Charter School, for claims arising from the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School pursuant to Education Code section 47604(d). The Charter School will not in any case attempt to avoid a debt, liability, or obligation, or otherwise shift any debt, liability, or obligation to the District.

b. The Charter School shall not have authority to enter into a contract that would bind the District or extend the credit of the District to any third person or party. The Charter School shall clearly indicate to vendors and other persons and entities with which or with whom the Charter School enters into a contract or agreement, that the obligations of the Charter School under that contract or agreement are solely the responsibility of the Charter School, and not the responsibility of the District.

c. Indemnification. The Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, including its Board members, officers, executives, administrators, employees, agents, representatives, authorized volunteers (collectively, the "Indemnified Parties") from and against any and all actions, suits, claims, demands, damages, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert witness fees, whether or not suit is actually filed or any judgment rendered ("Claim or Claims") that are asserted by a Third Party Claimant which Claims arise out of, or relate to:

i. the Charter School's performance under this MOU or its Charter;

ii. the debts or obligations of the Charter School;

iii. the condition or use of its facilities; or,

iv. the acts, errors, negligence, omissions or intentional acts, including those referenced in Section 9(a), by the Charter School, its Board of Directors, shareholders, officers, executives, administrators, employees, agents, representatives, or authorized volunteers.

. For the purposes of this Indemnification provision, a Third Party Claimant is defined as: (1) any entity, organization or association of any kind, except the

Charter School, acting through its Board of Directors, or (2) any person provided that he/she is not a member of the Charter School's Board of Directors at the time of the Claim. This provision shall be interpreted broadly in favor of indemnification.

This indemnity and hold harmless provision shall exclude any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Indemnified Parties caused by any negligence or intentional acts of the District, including any of the Indemnified Parties. This indemnification clause shall survive termination of this MOU.

d. Complaints. Any formal, written complaints or concerns filed with governmental entities, including, without limitation, complaints filed with the Office for Civil Rights, the United States Equal Employment Opportunity Commission, or the California Civil Rights Department, received by the Charter School about any aspect of the operation of the Charter School shall be sent to the District in a timely manner and without delay. The District may request that the Charter School inform the District of how such concerns or complaints are being or were addressed. In the event of such a request, the Charter School agrees to provide such information as it is legally able to disclose, and the District shall treat such information with the same level of confidentiality that it would treat comparable information regarding other such concerns or complaints that the District receives regarding non-Charter School students or employees in the District. The Charter School shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with Title 5 of the California Code of Regulations, sections 4600 et seq.

11. **Compliance with Laws.**

a. The Charter School will comply with all applicable state and federal laws, including, without limitation, Education Code section 47604.1, the Ralph M. Brown Act (Gov. Code §§ 54950 *et seq.*), the California Public Records Act (Gov Code §§ 7920.000 *et seq.*), and Government Code sections 1090 et seq., as each are made applicable to charter schools in Education Code section 47604.1.

b. The Charter School shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Educational Rights and Privacy Act of 1974 ("FERPA"; 20 U.S.C.A. § 1232g, 34 CFR part 99), all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C.A. §§ 6301 et seq.), as reauthorized and amended by the Every Student Succeeds Act, and agrees to take appropriate

remedial action if notified by the District, San Diego County Office of Education, California Department of Education, or other federal or state administrative agencies charged with enforcement of these laws of a violation of any of the foregoing.

c. To the extent necessary to discharge its reasonable supervisorial oversight activities, the Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled, upon request, to access the Charter School's education records under FERPA and related state laws regarding student records. At a minimum, such records include emergency contact information, health and immunization data, attendance summaries, and academic performance data from all statewide student assessments pursuant to Education Code sections 60600 *et seq.*

12. **Business and Administrative Services.**

a. If the Charter School purchases business or administrative services of any kind from a third party other than the District, including, but not limited to, payroll, accounting and budgeting, attendance accounting, fiscal reporting, contracts management, or purchasing, the Charter School shall promptly respond to all reasonable inquiries from the District related to the District's oversight obligations regarding information and/or records that the Charter School maintains or has access to concerning its contractual relationship with the third party, any services rendered by the third party to the Charter School, or any other matter related to the District's oversight of the Charter School.

b. The Charter School shall provide the District with a copy of any business or administrative services agreements with a vendor that either individually or collectively exceeds $200,000.

13. **Management Contracts.**

a. The Charter School shall provide the District with a copy of any and all contracts that the Charter School (including Method Schools) has entered into with any third party to operate or manage the Charter School.

b. Prior to entering into a new or revised management contract with a third party, the Charter School shall provide the following information to the District:

i. A draft of the proposed contract.

ii. A description of the third party's roles and responsibilities for the operation and/or management of the Charter School.

iii. A list of any other charter schools managed by the third party.

iv. A list of, and background on, the third party's leadership team/administration and members serving on the board of directors.

v. A letter of assurance from the third party that it has established conflict of interest policies and that none of the leadership team/administration or board of directors of either the third party or the Charter School have conflicts of interest. The letter of assurance shall also confirm that the third party will comply with all requirements under Education Code section 47604.1, including the Brown Act, the Public Records Act, and conflict of interest rules.

c. The District shall review and the Superintendent or designee must provide written approval of, any contracts of the type described in this section prior to the Charter School entering into the contract with the third party; provided, however, that if such contract constitutes a material revision to the Charter, as determined by the Superintendent or designee, advance approval by the District's Board shall be required.

14. **State Funding and Accountability Requirements/Financial Reporting.**

a. The Charter School shall be funded in accordance with the Local Control Funding Formula ("LCFF"). The Charter School will receive base funding and may receive supplemental and concentration grants. The Charter School will be responsible for providing the CDE with all data required for funding and will comply with all laws and regulations as developed by the Legislature and the State Board of Education ("SBE"). All information provided by the Charter School shall be truthful and accurate.

b. The Charter School shall ensure that all LCFF funds are spent in accordance with the requirements of the law.

c. The Charter School shall comply with the fiscal reporting requirements set forth in **Exhibit A** to this MOU, which is attached hereto and incorporated herein by reference. To the extent that the Charter School is required to submit records or information to the District, the San Diego County Office of Education, or the State of California in order to confirm funding, those records must be prepared by the Charter School in a format acceptable to the recipient. If there is any disagreement regarding the format of records to be submitted to the District, the Parties shall consult in good faith on an acceptable format.

d. The Charter School is required to develop, adopt, and annually update a Local Control and Accountability Plan ("LCAP") using a template adopted by the SBE.

e. The Charter School shall comply with the requirements of Education Code section 47606.5 in developing the LCAP, including, but not limited to, the following:

i. Consultation with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP and annual update.

ii. Present a report on the annual update to the LCAP and the LCFF budget overview for parents on or before February 28 of each year at a regularly-scheduled meeting of the Charter School's Board of Directors.

(1) The report shall include the following:

(a) All available mid-year outcome data related to metrics identified in the current year's LCAP.

(b) All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP.

iii. Hold at least one (1) public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update. The agenda for the public hearing shall be posted at least 72 hours before the public hearing, and the LCAP and annual update shall be made available for public inspection at each site operated by the Charter School.

iv. On or before July 1 of each year, hold a public hearing to adopt the LCAP or annual update.

v. Follow the procedures for the adoption of the LCAP when adopting any revisions to the LCAP or annual update during the period that it is in effect.

vi. Submit the LCAP or annual update to the District and San Diego County Superintendent of Schools.

vii. Prominently post the LCAP and annual update (including any updates, revisions, or addenda) on the home page of the Charter School's website.

f. The Charter School shall comply with all accountability measures, including the LCAP evaluation rubrics as may be revised by the SBE from time to time.

g. The Charter School has elected to receive funding from the State directly pursuant to Education Code section 47651.

h. The District shall transfer funding in lieu of property taxes to the Charter School in the time frame required by Education Code section 47635 and shall provide supporting documentation, if requested, that is reasonably sufficient for the Charter School to verify the accuracy of the payment amount. The District and the Charter School shall cooperate in good faith to rectify in a timely manner any dispute over the calculation of payments made by the District. The Charter School agrees that all revenue obtained from the District shall only be used in compliance with the approved Charter, this MOU, any authorized amendments, and applicable law.

i. The Charter School agrees to comply with all applicable laws and regulations related to the receipt and expenditure of funds. The Charter School agrees that all revenue allocated to the Charter School by any federal, state, or local agency shall only be used to provide educational services and support for school-age children enrolled in and attending the Charter School, consistent with the terms of its Charter, and shall not be used for purposes inconsistent with the law or its implementing regulations, the approved Charter, this MOU, or any District-authorized amendments to the Charter or this MOU. Educational services and support shall not include fee-based preschool services, after-school programs, or childcare services.

j. The Charter School shall notify the District in writing before it incurs a debt or sells receivables in an amount greater than one hundred thousand dollars ($100,000). The written notification shall set forth the amount of the debt, factoring, or sale of receivables, the lender, the general terms of the agreement, the need for the loan, factoring, or sale of receivables, the plan for repayment if a loan, and a cash flow schedule. All loans, factoring, and sales of receivables shall be authorized in advance by the Charter School's Board of Directors and shall be the sole responsibility of the Charter School. Upon request, the Charter School shall provide all information requested by the District regarding any such loan, factoring, or sale of receivables, including, as appropriate, a revised budget reflecting the income and expense of the loan, factoring, or financing. The Charter School agrees that all loans, factoring, or accounts receivable financing shall be the sole responsibility of the Charter School, and the District shall have no obligation for repayment.

k. All loans issued or distributed by the Charter School to any other person or entity, irrespective of the amount, shall be authorized in advance by the Charter School's Board of Directors and shall remain the sole responsibility of the Charter School. The Charter School shall notify the District, in writing, no more than ten (10) calendar days prior to providing loan funding to any entity or person. The advance written notice to the District shall include the amount of the loan, a description of the terms of the loan and the plan for repayment, and a cash flow schedule. Upon request, the Charter School shall provide information regarding

any such loan to a requesting agency pursuant to Education Code section 47604.3.

l. Fiscal Reporting Timelines. The Charter School shall annually prepare and submit the following reports to the District and the San Diego County Office of Education in the format dictated by the San Diego County Office of Education for charter schools in the County.

i. On or before July 1, an adopted budget, including budget assumptions and cash flow projections.

ii. On or before July 1, an LCAP or annual update to the LCAP, whichever is applicable.

iii. On or before September 15, a final unaudited actuals report for the full prior year.

iv. On or before December 15, an interim financial report reflecting changes from July 1 through October 31 (including budget assumptions and cash flow projections)

v. On or before December 15, an independent financial audit report.

vi. On or before March 15, a second interim financial report reflecting changes from July 1 through January 31 (including budget assumptions and cash flow projections).

m. **Cash Flow.** Absent any agreement otherwise, the District shall not advance any funds to the Charter School. In addition, the District shall not act or provide a line of credit for the Charter School.

n. Should the Charter School, separate from Method Schools, cease to exist (by revocation or nonrenewal of its Charter or by voluntary closure), and upon a final audit and the payment of, or provision for payment of, all debts and liabilities of the Charter School, any public funds held by or for the Charter School, and any assets of the Charter School purchased with public funds shall be distributed in accordance with the terms of the Charter.

15. **Governance and Organizational Management.**

a. Posting of Information. At all times it is operational, the Charter School will have the following information posted on its website and will update the posting within thirty (30) days whenever the following information changes:

i. Phone numbers and email addresses for the Charter School's principal contacts, including all senior administrative staff.

ii. Method Schools' articles of incorporation and bylaws.

iii. Roster of current Board of Directors members and a means of contacting the Board.

iv. The annual calendar of Board of Directors meetings, including a description of how parents/guardians and community members will be notified of the meetings and will have an opportunity to participate.

v. Board of Directors meeting agendas and agenda attachments (i.e., backup documentation). The current agenda shall be retrievable, downloadable, indexable, and electronically searchable, and shall comply with the electronic format requirements of Government Code section 54954.2(a)(2).

vi. Meeting minutes shall be posted within thirty (30) days after their approval by the Board of Directors.

vii. Adopted Board policies and procedures, including the Charter School's conflict of interest code.

viii. Parent/student handbook and employee handbook.

b. Board Member Composition/Student Representation. The composition of the Board of Directors shall be in accordance with the number and membership requirements set out in the Charter and bylaws. The Charter School shall comply with the requirements of Education Code section 47604.2 concerning student representation on the Board, if applicable.

c. Board Meetings. The Board of Directors shall conduct public meetings at such intervals as are necessary, and not less than once per quarter, to ensure that the Board is providing sufficient direction to the Charter School through implementation of effective policies and procedures. The Board of Directors meetings will be conducted in accordance with Education Code section 47604.1(c) and the Brown Act.

d. Brown Act Training. The Charter School will provide Brown Act training to its members of the Board of Directors, its officers, and other senior administrative staff who regularly attend Board of Directors meetings prior to the execution of any duties and on an annual basis. Upon request, the Charter School will provide the District with written verification or evidence that Brown Act training has been provided to the specified individuals.

e. Board Policies. The Board of Directors shall adopt policies and procedures to guide the operation of the Charter School and which are required by applicable law. These policies and procedures shall include the following:

i. *Conflict of Interest.* The Charter School and its employees shall comply with a conflict of interest code which shall include provisions indicating the Charter School will adhere to the Political Reform Act and Government Code sections 1090 *et seq.* The Charter School will train the Board of Directors members and impacted Charter School employees regarding its conflict of interest code. Upon request, the Charter School will provide verification that all Board members and impacted Charter School employees have participated in conflict of interest training.

ii. *Internal Fiscal Controls.* The Charter School shall develop and maintain internal fiscal control policies and procedures governing all financial activities. As policies are revised from time to time, the Charter School shall transmit a copy of the revised/updated policies and procedures approved by the Charter School's Board of Directors to the District. Such policies and procedures are subject to review to verify that they are being implemented.

iii. *School Safety Plan.* The Charter School shall develop a school safety plan consistent with the requirements of Education Code section 32282(a)(2)(A)-(M), as well as subsection (N) if the Charter School serves students in any of grades 7-12, inclusive. The school safety plan shall be reviewed and updated by March 1 each year by the Charter School.

iv. *Campus Supervision and Safety.* Policies must include, but not be limited to, the supervision of students before and after school (including pick-up and drop-off) and while on campus, as well as a procedure for visitors to enter and leave the campus.

v. *Student Discipline.* Policies must include, but not be limited to, lists of the offenses for which students may (and must) be suspended or expelled, and the procedures for suspension or expulsion for disciplinary reasons or involuntary removal for any reason, including an explanation of how the Charter School with comply with federal and state constitutional procedural and substantive due process requirements that are consistent with the requirements of Education Code section 47605(c)(5)(J), 47606.2, and 48901.1. These policies may be included within the parent/student handbook so long as the parent/student handbook is posted prominently on the Charter School's website.

vi. *Admissions*. Policies and procedures regarding admission into the Charter School, including the open enrollment period (when known each year), lottery process, non-discrimination mandate, and admission preferences in a manner that complies with Education Code section 47605(e).

16. **Admissions.**

a. Enrollment and Admissions Documents.

i. At all times it is operational, the Charter School will have the following information posted on the Charter School's website and will update the posting as quickly as possible whenever the information changes:

(1) Procedures for application, the public random drawing, enrollment, and admission into the Charter School.

(2) A copy of any application and enrollment forms and information provided to prospective families.

(3) The notice developed by the CDE regarding suspected violations of Education Code section 47605(e)(4)(A)-(C) (the "Charter School Complaint Notice and Form").

(4) The Charter School Complaint Notice and Form shall also be provided when a parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrolling a student.

17. **Student Enrollment, Data, and Reporting.**

a. Attendance Accounting and Reporting. The Charter School will be responsible for its daily and monthly attendance accounting. The Charter School shall maintain contemporaneous written records of enrollment and average daily attendance ("ADA") and make these records available to the District for inspection and audit upon request. The Charter School will submit the attendance reports (i.e., P-1, P-2, and annual state attendance reports) in accordance with state law and regulations to the District's attendance officer in a timely manner and before each report's submission deadline. Such attendance will be included in the annual independent audit of the Charter School. Further, copies of any amended state attendance reports shall be provided to the District within three (3) weeks of the discovery of the need to make any such amendment(s).

b. Annual Enrollment List. Upon request, the Charter School agrees to provide the District with a list of students enrolled in the Charter School, stating the student's full name, SSID, age, grade level, school district of residence, and date the student first enrolled in the Charter School.

c. Data on Efforts to Achieve Balance Among Student Groups. The Charter School shall submit to the District, upon request, a report on the Charter School's efforts to achieve a balance among student groups (include racial and ethnic

groups, special education students, and English Learners, including redesignated English Learners) that is reflective of the general population residing within the territorial jurisdiction of the District, as described in the Charter, and to enroll students who may qualify for free and reduced-price meals. Such report shall include, but will not be limited to, identifying the Charter School staff responsible for ensuring that outreach efforts are being implemented and how the Charter School's progress is monitored.

d. CALPADS. The Charter School acknowledges its obligations regarding the California Longitudinal Pupil Achievement Data System ("CALPADS"). The Charter School agrees to be considered an "Independent Reporting Charter School," which means that it elects to obtain and maintain Statewide Student Identifiers ("SSIDs") for all enrolling and exiting students and is responsible for meeting CALPADS reporting and certification requirements. The Charter School also agrees and acknowledges that it is solely responsible for maintaining and reporting student, teacher, and course data directly to CALPADS and reporting aggregate data through the California Basic Educational Data System – Online Reporting Application ("CBEDS-ORA"). The Charter School shall ensure that coding of student information conforms to the District's student information system requirements.

e. The Charter School shall provide written notice to the District and the school district of residence of each student who leaves the Charter School at any time without completing the school year, including when the student has ceased attending the Charter School for disciplinary reasons and any other involuntary removal for any reason. The Charter School shall provide this information to the District on a bi-annual basis by January 1 and June 30 of each school year. The Charter School may not otherwise involuntarily remove a student except as permitted by law and as described in the Charter School's suspension, expulsion, and involuntary removal policies and procedures. The Charter School agrees to comply with this requirement for all Charter School students, including special education students.

18. **Personnel.**

a. Teacher credentials, clearances, and permits shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District if needed.

b. All teachers shall hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as the governing board of a school district. As of July 1, 2026, teachers employed by the Charter School must hold all required

certifications. The Charter School shall have the authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district. The Charter School shall maintain documentation on file of its teachers' credentials for inspection upon request by the District.

i. Ensuring that teachers hold all required certifications/credentials and are appropriately assigned is a top priority for the District. The District will support the Charter School in this area as part of the ongoing charter oversight process, and expects the Charter School to promptly address and resolve teacher credentialing issues and misassignments.

c. All teachers shall have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

d. All employees of the Charter School, volunteers (including parents) who will be performing services that are not under the direct supervision of a Charter School employee, and on-site vendors having unsupervised contact with students, such as vendors performing school and classroom janitorial services, school site administrative services, school site grounds and landscape maintenance, pupil transportation, and school site food-related services, will submit to background checks and fingerprinting in accordance with Education Code sections 44237, 45125, and 45125.1. The Charter School will maintain on file, and available for inspection, evidence that clear criminal records summaries based on criminal background checks were conducted and received for all employees prior to employment and volunteers prior to assignment, as well as documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements. No individual may begin employment or be in contact with students who has not received full clearance.

e. All employees of the Charter School and volunteers who have frequent or prolonged contact with students (including parents) shall submit to a tuberculosis risk assessment prior to employment or assignment in accordance with Education Code section 49406.

f. The Charter School shall report employment status changes for credentialed employees based on allegations of misconduct to the CTC within thirty (30) days pursuant to Education Code section 44030.5. The District shall be provided a copy of such report concurrently with its submittal to CTC, provided such notification does not violate employee confidentiality rights.

g. Method Schools is the exclusive public school employer of all Charter School employees for purposes of the Educational Employment Relations Act. All staff

working at the Charter School are employees or contractors of Method Schools. Method Schools shall have sole responsibility for the employment, management, salary, benefits, discipline, and termination of its employees.

h. The Charter School agrees to comply with applicable federal statutory and regulatory requirements for qualified teachers and paraprofessionals used for instructional support as set forth in federal and state law.

i. If any Charter School staff are employees of a related corporation, as defined under the IRS Code, such employment relationship shall be disclosed to the Charter School's Board of Directors at a public open session, and the Charter School must provide notice to the District of the employees and their respective positions.

j. The Charter School shall provide, upon request by the District, a copy of the Charter School's employee handbook. If the Charter School makes any changes to the employee handbook or other personnel policies, it will provide a copy to the District. The employee handbook must detail expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of a dispute.

k. If the Charter School decides to offer existing or new employees of the Charter School the opportunity to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS"), the Charter School shall be responsible for making these arrangements through the San Diego County Office of Education or the District, as applicable.

19. **Educational Program and Reporting.**

a. A list of core instructional materials by grade and content will be maintained by the Charter School and shall be made available to the District within ten (10) business days of receipt of a written request from the District.

b. Subject to District oversight and compliance with the Charter School's Charter and applicable state and federal law, including, without limitation, Every Student Succeeds Act ("ESSA"), the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), related provisions of the Education Code and their implementing regulations, and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Charter School is autonomous for the purposes of, among other things, selecting the Charter School's educational program with the understanding that the educational program shall comply with its Charter and this MOU.

c. The Charter School shall comply with all applicable state and federal law and regulations concerning the improvement of student achievement and performance, including, without limitation, applicable provisions of the Elementary and Secondary Act of 1965, as amended by ESSA, and agrees to take appropriate remedial action if notified by the State of California of a violation of the foregoing.

d. The Charter School shall comply with all federal and state law concerning the instruction of English learners, including but not limited to the provision of dedicated Designated English Language Development ("ELD") to all non-redesignated English Learners by authorized teachers.

e. The Charter School agrees to comply with and adhere to the applicable state requirements for participation in, and administration of, all state-mandated tests.

f. The Charter School shall provide the District with the Charter School's student discipline policies and procedures prior to the start of each school year and following any updates to those policies and procedures, unless the most recently updated policies and procedures are already posted and readily available on the Charter School's website. All student discipline policies shall be included in the Charter School's student/parent handbook and shall mirror the policies and procedures available on the Charter School's website.

g. Upon request, the Charter School shall provide the District with the Charter School's independent study master agreement and other supporting documentation reflecting its compliance with the legal requirements for an independent study program model. The Charter School shall further provide the District with written assurances regarding the manner in which the Charter School will ensure compliance with independent study requirements.

h. The Charter School shall not charge any fee or require any parent/guardian or student contribution that conflicts with requirements of federal or state law, including the California Constitution, Article IX, Section 5, and the California Code of Regulations, Title 5, section 350, to provide free, public education to students. The Charter School shall adopt policies and procedures consistent with this prohibition.

i. Upon request, the Charter School shall provide the District with a copy of its contract with any vendors that will provide educational or instructional services, enrichment activities, or tutoring to Charter School students during the school day. The contract shall require submission to a tuberculosis risk assessment and examination for any vendor who will come into direct contact with students, include a specific plan for ensuring appropriate supervision of minor students who participate in vendor activities without a Charter School teacher or parent

present, and, to the extent vendors are providing direct instruction to students during the school day, ensure that such vendors meet the same credentialing requirements as teachers employed by the Charter School. The contract shall also specify the exact services that will be provided and the associated costs, the term of the contract, and how the Charter School will monitor the vendor to ensure quality of services rendered. Should the Charter School and a vendor revise or enter into a new contract, the Charter School shall provide the revised or new contract to the District upon execution/approval.

20. **Special Education and Related Services**.

a. Legal Relationship. The following provisions govern the application of special education to students of the Charter School:

i. The Charter School shall be its own local educational agency ("LEA"), pursuant to Education Code section 47641(a) for purposes of compliance with state and federal special education laws and for eligibility for state and federal special education funds. The Charter School has provided verifiable written assurances that it has been accepted to participate and has secured membership as an independent LEA in the El Dorado County Charter Special Education Local Plan Area ("SELPA").

ii. The Charter School will serve as its own LEA for purposes of special education and, as such, the Charter School is solely responsible, at its own expense, for ensuring that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their respective individualized education programs ("IEPs") and in compliance with the IDEA (20 U.S.C. §§ 1400 *et seq.*), related California law, and their corresponding implementing regulations.

iii. Should the Charter School seek to change its SELPA affiliation and operate as a school of the District for purposes of special education, the Parties agree to amend this MOU to address the change in membership 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.

b. Non-Discrimination and Access. No student shall be denied admission to the Charter School due to a 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.

c. Section 504 and ADA. The Charter School shall comply with Section 504 and the Americans with Disabilities Act ("ADA"). The Charter School understands that it is solely responsible for its compliance with Section 504 and the ADA at its own expense, and that these are not special education services for which special education funds may be used.

d. IDEA. The Charter School shall ensure that no student is denied enrollment on the basis of special education status or disability. The Charter School shall be solely and independently responsible for compliance with the IDEA and state special education laws, and their corresponding implementing regulations, with respect to the determination, provision, and funding of special education and related services for all students enrolled in the Charter School. The District solely operates as the chartering authority of the Charter School.

e. Program, Policies and Procedures. The Charter School must develop, adopt, and comply with policies and procedures regarding the identification, assessment, IEP development, placement, and provision of services to students with disabilities. The Charter School's program, policies, and procedures must comply with SELPA policies and procedures and all applicable state and federal laws.

f. FAPE. The Charter School shall ensure that a free, appropriate public education ("FAPE") is provided to all children with disabilities eligible for special education under the IDEA and enrolled in the Charter School in accordance with state and federal legal mandates. The Charter School will ensure that an IEP is developed and implemented for each student enrolled in the Charter School in accordance with state and federal legal mandates and SELPA policies. The Charter School must make a full continuum of special education programs and related services available, and provide those programs and services to eligible students in the Charter School. The Charter School must make such services and placements available regardless of the type of instructional program or service delivery ordinarily or otherwise offered by the Charter School. The Charter School shall provide the District a detailed description of its continuum of placement options by no later than sixty (60) days following the commencement of its renewal term.

g. Administration of Special Education Program. The Charter School is responsible for the management of its special education budgets, personnel, programs, and services. The Charter School shall employ appropriately qualified, credentialed employees or contract with qualified third-party providers to provide all necessary and appropriate special education placement and services to its students. Those individuals shall understand, accept responsibility, and provide services to include, but not be limited to:

(1) Child Find
(2) Interim Programs

(3) Referral
(4) Assessment
(5) Placement
(6) Special Education Instruction
(7) Related Services
(8) Due Process
(9) Discipline/Manifestation Determination
(10) Transportation

h. Child Find ("Search and Serve" Notices). The Charter School must include a notice at the beginning of the year and at the semester in a publication to parents/guardians of Charter School students notifying them of the responsibility to "search and serve" students who need or are believed to need special education services.

i. Pre-Referral Interventions. The Charter School must implement a process (e.g., a "Student Study Team") to monitor and guide referrals of general education students for special education evaluation and services, such that general education interventions, where appropriate, are utilized and exhausted before the Charter School refers the student for a special education evaluation. The Charter School understands that this process and any other interventions employed prior to a referral for special education evaluation are not a special education service.

j. Identification and Referral. The Charter School shall have responsibility to identify and refer students who have an actual or suspected disability to receive an assessment for special education eligibility under the IDEA. The Charter School will maintain and implement policies and procedures to ensure identification and referral of students who have, or may have, such disabilities. These policies and procedures will be in accordance with federal law, California law, and SELPA policy. The Charter School shall be solely responsible for obtaining the cumulative files, prior and/or current IEPs, and other special education information from the student's prior LEA. The Charter School acknowledges that, under the IDEA, a child shall not be determined to be a child with a disability eligible for special education if the determinant factor is: (a) lack of appropriate instruction in reading, including in the essential components of reading instruction as referenced in the IDEA; (b) lack of instruction in math; or (c) limited English proficiency.

k. Assessments. The Charter School will conduct any and all necessary assessments to determine eligibility for special education programs and related services of students suspected of having qualifying disabilities. If the Charter School concludes that the student has one or more suspected disabilities that warrant assessment, the Charter School must develop an assessment plan, using SELPA

forms, for each student with suspected disabilities within the statutory timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving parental written consent. The Charter School shall conduct an IEP team meeting that includes the required team members within mandated timelines for each student assessed to discuss results, determine eligibility and (if eligible) determine special education instruction and services. All decisions regarding eligibility, goals, program, placement, and exit from special education must be done through the IEP process and in accordance with federal and state requirements.

l. Individualized Education Program. The Charter School shall be responsible for scheduling IEP meetings and having a designated Charter School administrator, Charter School general education teacher(s), any special education provider(s) who is/are knowledgeable about the student's education program and parent(s) in attendance at all IEP meetings. Decisions regarding identification, determination or change in eligibility, areas of needs, goals/objectives, services, program, placement, and exit from special education shall be made by the IEP team.

m. Forms, Reports, and Records. The Charter School will maintain copies of assessments, IEP materials, and other special education records and reports for District review upon the District's request pursuant to its general oversight obligations.

n. Implementation and Progress Reporting. The Charter School shall ensure that each Charter School student's IEP, and all services, accommodations, modifications, supports for instruction, goals and objectives, behavioral supports, data collection and progress reporting called for therein, are fully implemented, including by all Charter School staff who work with the student. The Charter School will ensure that the teachers and other persons who provide services to a student with a disability are knowledgeable of the content of the student's IEP and implementing the IEP in accordance with its provisions. The Charter School is responsible for monitoring and reporting progress towards IEP goals for the student at least in the same interval as progress is reported for students in the general education program.

o. Interim Placements for Students Transferring Into the Charter School. For students transferring to the Charter School with IEPs, the Charter School shall provide the special education instruction and related services that are required and consistent with their IEPs upon enrollment. The Charter School acknowledges that it is obligated to implement the IEP the student transfers in with regardless of whether the level and types of services called for in that IEP

are currently available or otherwise being provided at the Charter School. IEP team meetings for such students to develop an ongoing IEP will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

p. Student Withdrawal from Charter School. As soon as practicable, but within five (5) school days of any special education student's expulsion, withdrawal, or involuntary removal from the Charter School for any reason, the Charter School shall notify the district of residence of the student's name, date of expulsion, withdrawal or disenrollment, the reason for such separation, and the student's next school/LEA of attendance. The Charter School shall comply with Education Code section 47605(e)(3) in terms of providing notice of expulsion, withdrawal, or if a student leaves the Charter School without graduating or completing the school year for any reason. If the Charter School expels a special education student, it is obligated to pay any costs of that student's placement and services during the term of expulsion to the extent required by law.

q. Independent Study. The Charter School acknowledges, understands, and agrees that no student with special needs may participate in independent study unless that student's IEP specifically provides for such participation. The determination regarding the appropriateness of independent study for a particular student shall be made by the IEP team acting in a legally-constituted IEP team meeting.

r. Complaints. The Charter School shall address/respond to/investigate all complaints it receives involving special education.

s. Due Process Hearings. The Charter School shall notify the District of any due process proceedings filed against the Charter School under the IDEA or related state law, and of any complaints to state or federal agencies related to special education and/or students with qualifying disabilities within three (3) business days of receipt by the Charter School. The Charter School shall bear all financial responsibility and procure and provide its own legal representation for such due process proceedings and/or complaints. If the District, its Board, or employees are named as a party to a due process filing involving the Charter School, the District shall have the right to provide its own legal defense and/or representation, but it will be entitled to indemnification by the Charter School as provided herein.

t. Student Discipline. The Charter School acknowledges it is obligated to and will ensure that its student discipline procedures for suspension and expulsion of students with disabilities are in full compliance with state and federal law. The Charter School understands and acknowledges that prior to imposing any discipline on a student with a disability that would constitute a change in placement, or prior to imposing such discipline on a student for whom the Charter School has a basis of knowledge that the student is a student with a

disability, a manifestation determination must first be convened to determine whether the conduct was a manifestation of the student's disability or caused by a failure to implement the student's IEP or Section 504 Plan, as applicable.

u. Special Education Funding.

i. The Charter School shall comply with the funding model adopted by the assigned SELPA. The Charter School shall only spend special education funds as allowed by law, and shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. The Charter School assures the District that it understands how to properly expend and account for its use of special education funds.

ii. The 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 SELPA in accordance with the El Dorado County Charter SELPA Local Plan.

v. Insurance. The Charter School shall maintain adequate insurance at its sole cost and expense at appropriate coverage limits and in accordance with the law and SELPA policy.

w. Indemnification. 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 the Charter School including, but not limited to, identification and referral, assessment, or the provision of special education and related services to students while the 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, 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.

21. **Transportation**. The Charter School will be responsible for providing its own transportation services for students, if any, including transportation for field trips.

22. **Health and Safety**.

a. Compliance with Laws. The Charter School shall ensure compliance with state and federal laws and regulations concerning health and safety requirements applicable to charter schools to the extent they apply based on the grade levels served by the Charter School including, but not limited to, the following:

i. *Child Abuse Mandated Reporting*. The Charter School shall ensure that its staff comply with the Child Abuse and Neglect Reporting Act (California Penal Code sections 11164 *et seq.*), including child abuse and neglect identification and reporting and mandated reporter training requirements.

ii. *Immunizations*. All enrolled Charter School students who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations, sections 6000-6075.

b. Non-Discrimination and Anti-Harassment. The Charter School affirms that all students have the right to participate fully in the educational process, free from discrimination and harassment. The Charter School further commits to providing a workplace free of discrimination and harassment. The Charter School shall maintain policies that address the Charter School's compliance with non-discrimination and anti-harassment laws applicable to public agencies.

23. **Title IX Compliance.** The Charter School shall comply with the requirements of Education Code section 221.61 by posting, in a prominent and conspicuous location on its website, the following information:

a. The name and contact information of the Charter School's Title IX Coordinator, including the Coordinator's phone number and email address.

b. The rights of a student and the public and the responsibilities of the Charter School under Title IX, which include but are not limited to, internet web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education Office for Civil Rights, and the list of rights specified in Education Code section 221.8.

c. A description of how to file a complaint under Title IX that meets the requirements of Education Code section 221.61(a)(3)(A)-(C).

24. **Facilities.**

a. If facilities are utilized by the Charter School for educational or related purposes, the Charter School shall comply with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are

compliant with the State Building Standards Code as enforced by the local planning jurisdiction. The facilities shall meet ADA requirements and shall be approved by the local fire marshal for the intended use(s). The Charter School agrees to ensure sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities and that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills on a monthly basis and shall maintain records of such drills.

b. The Charter School recognizes that its facilities must conform to any federal and state requirements that may be applicable to charter schools, including, but not limited to, the geographical restrictions on the location of charter school facilities (e.g., resource centers, meeting spaces, satellite facilities, etc.) set forth in the Education Code, as amended from time to time. The Charter School shall also be responsible for obtaining the appropriate permits from the local public agency having jurisdiction over the issuance of such permits including building and occupancy permits, fire and life safety inspections, and conditional use permits. Prior to commencing operations in an additional facility, the Charter School shall provide the District with documentation demonstrating compliance with all permits and approvals needed for occupancy, as well as its legal right to use its site and any ancillary facilities (e.g., a lease agreement) and that such facilities will be adequate to house the student population and implement the Charter School's educational program.

c. The Charter School shall not change facilities without a material revision to the Charter, unless necessitated by emergency circumstances. The Charter School must demonstrate that the new facilities are capable of housing its educational program and will be adequate for the Charter School's needs and must provide a copy of the proposed temporary facilities use or rental/lease agreement, if applicable.

    i. In the event of emergency circumstances necessitating a temporary change of facilities, the Charter School shall notify the District of the emergency circumstances, in writing, within three (3) days, along with the address of the temporary location and anticipated duration of stay.

d. The Charter School shall not establish additional sites or facilities without a material revision to the Charter.

e. Occupancy and Zoning. The Charter School shall maintain documentation on file or be able to readily access all local approvals including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections, and approved zoning variances. The Charter School shall make such documents available to the District, if requested, to the extent the Charter School has access to such documents. The Charter School may not exempt itself from applicable/local zoning or building code ordinances.

25. **Insurance/Risk Management.**

a. The Charter School will obtain its own insurance coverage to cover the operations of the Charter School and shall supply the District with certificates of insurance, with proof of insurance of at least the types and amounts specified below based upon the standard coverage for a school of similar size and location, which may change annually based on, among other factors, the size and location of the Charter School, all of which shall be subject to approval by the District Superintendent or designee. The Charter School agrees to name the District as an additional insured on all certificates of insurance.

i. General Liability. The Charter School is required to maintain general liability and auto liability insurance with coverage including but not limited to: bodily injury, death, product liability (if applicable), blanket contractual, broad form property damage liability coverage in an amount not less than Five Million Dollars ($5,000,000) per occurrence. The Charter School's general liability and auto liability policies shall be primary and shall not seek contribution from the District's coverage, and the policies shall be endorsed with a form at least as broad as ISO form CG 20 10 or CG 20 26 to provide that the District and its officers, officials, employees, and volunteers shall be additional insureds under such policies.

ii. Workers' Compensation. Workers' Compensation, at statutory limits, with Employer's Liability limits (including employment practices coverage) not less than One Million Dollars ($1,000,000) each accident for bodily injury by accident; said coverage's insurers shall waive rights of subrogation with respect to the District, its Governing Board, and their officers and employees.

iii. Professional Liability. Professional Liability (Errors and Omissions Insurance, including employment practices coverage) with limits not less than Five Million Dollars ($5,000,000) per claim. Policy form language to include Educator's Legal Liability coverage.

iv. Sexual Abuse and Molestation. Sexual Abuse and Molestation Insurance with limits not less than Five Million Dollars ($5,000,000) per occurrence. This insurance shall cover alleged and actual claims of sexual abuse or molestation. This coverage can either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this agreement, and the Charter School agrees to maintain continuous coverage through a period no less than three (3) years after the expiration of this MOU.

v. Property Insurance. Property insurance protecting against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring the alterations, additions, and improvements to the facilities occupied by the Charter School and all of the Charter School's trade fixtures, furnishings, equipment, and other personal property. The property policy shall include "extra expense" coverage and shall be in an amount not less than one hundred percent (100%) of the replacement value.

vi. Cyber Coverage. Cyber coverage for both electronic and non-electronic data breaches at limits not less than One Million Dollars ($1,000,000) per occurrence with an aggregate limit of not less than Two Million Dollars ($2,000,000).

b. The Charter School shall be responsible, at its sole expense, for separately insuring its personal property.

c. The Charter School shall add the District and its Board members, officers, officials, employees, agents, and volunteers, as named additional insured on all of its insurance policies.

d. The Charter School must adhere to established claim reporting guidelines, especially as they relate to timeliness and completeness of reporting, and providing assistance requested by the District or its representative in the investigation and defense of a claim.

e. The Charter School must follow established guidelines in regard to obtaining appropriate certificates of insurance, additional insured endorsements, and hold harmless and indemnification agreements.

f. The Charter School waives all rights against the District, its Board members, agents, officers, directors, and employees for recovery of damages to the extent these damages are covered by Commercial General Liability, Commercial Umbrella Liability, Business Auto Liability or Workers' Compensation and Employers Liability insurance maintained per the requirements stated above.

g. The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. Copies of all policies of insurance and memoranda of coverage shall be provided by the Charter School to the District upon request. If the Charter School makes changes to its insurance policies, it must notify the District within ten (10) days of doing so.

h. Should insurance expire or lapse for any reason, the Charter School shall have two (2) business days to reinstate full coverage, as set forth herein. If coverage is

not reinstated within this time frame, the Charter School shall cease all operations unless and until full coverage as set forth herein is reinstated.

i. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this MOU at any time.

j. The Charter School agrees to indemnify and hold harmless the District and its agents, employees, assigns against any and all claims, losses, damages, monetary awards and expenses, including all costs and attorneys' fees, incurred in connection with any and all claims of negligence, or willful misconduct on the part of the Charter School, its Board members, officers, employees, representatives, agents, and volunteers, brought by any entity or person for any injury, death, illness, disease, or damage to property, arising from or connected with the operation of Charter School including but not limited to the delivery of special education services.

26. **Dispute Resolution**. Nothing in the dispute resolution process described in the Charter School's Charter shall prevent or delay the District from exercising or discharging any power or duty authorized by law with respect to the oversight of the Charter School including, but not limited to, the right to revoke the Charter as authorized by applicable law. Further, the dispute resolution procedures outlined in the Charter shall not impede or otherwise serve as a prerequisite to the District's ability to initiate revocation procedures.

27. **Closure**. If the Charter School closes, the Charter School shall be responsible for conducting all closure-related procedures consistent with its charter and federal and state law, including Education Code section 47605(c)(5)(O) and Title 5 of the California Code of Regulations, sections 11962 and 11962.1. The Charter School shall be solely responsible for funding closure procedures.

28. **Additional Provisions**.

a. Non-Assignment. Neither Party shall assign its rights, duties, or privileges under this Agreement, nor shall either Party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the advanced written consent of the other Party. Any assignment in violation of this provision shall be void.

b. Enforceability. The Charter School understands and acknowledges that violations of any laws could subject its Charter to revocation pursuant to Education Code section 47607(f). The Charter School further understands that the District shall have the authority to compel compliance with this Agreement. Should the District determine that the Charter School has failed to comply with a condition of this MOU, or is violating or has violated applicable law(s) or

regulation(s), its Charter, SELPA policies, or any provision of this MOU, the District may impose corrective actions or other reasonable measures it deems appropriate to enforce this MOU and/or bring about proper conduct.

c. Renewal. The Parties recognize that renewal of the Charter for subsequent terms will require consideration of academic performance and other criteria set forth in Education Code sections 47607, 47607.2 and 47605.

i. If the Charter School intends to apply for a renewal of its Charter, it must submit its petition in accordance with Education Code sections 47605, 47607, and 47607.2.

ii. The Charter School may not submit a petition for renewal more than twelve (12) months in advance of its current Charter term end date.

d. Notices. Any notice, documentation, and/or information required or permitted to be given under this MOU shall be deemed to have been given, served, and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, or received by e-mail, addressed as follows:

If to the District:
Dehesa School District
Attn: Superintendent
4612 Dehesa Road
El Cajon, CA 92019
Email: bradley.johnson@dehesasd.org

If to the Charter School:
Method Schools
Attn: Dr. Jessica Spallino, CEO
[Address]
Email: jessica@methodschools.org

e. Severability. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, and/or ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

f. Entire Agreement. This MOU contains the entire agreement of the Parties with respect to the matters covered herein and supersedes any oral or written understanding or agreements between the Parties with respect to the subject matter of this MOU. 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/they has/have 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 amended or modified in writing and by the mutual agreement of the Parties.

Signatures on Following Page

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be duly executed, such Parties acting by their representatives being thereunto duly authorized.

METHOD SCHOOLS

Dated_____ By:_____
Dr. Jessica Spallino, CEO

Date of Board of Directors approval/ratification: _____

DEHESA SCHOOL DISTRICT

Dated_____ By:_____
Bradley J. Johnson, Superintendent

Date of Governing Board approval/ratification: _____

EXHIBIT A

Fiscal Reporting Requirements

Budget:

1. The Charter School shall submit the following financial reports to the District in accordance with Education Code section 47604.33 using state-approved SACS reporting forms:

    a. An adopted budget on or before July 1 of each year.

    b. An LCAP and annual update on or before July 1 of each year.

    c. A first interim financial report on or before December 15 of each year.

    d. A second interim financial report on or before March 15 of each year.

    e. Unaudited Actuals report for the prior fiscal year, on or before September 15 of each year.

2. The adopted budget will contain the following financial documents:

    a. All key budget variables and assumptions, including revenue, expenditure, debt, beginning and ending balance variables shall be defined. Certificated and classified employee salary data, and health benefit plans and policies will be made available upon request.

    b. Local Control Funding Formula Calculator used for the reporting period.

    c. Multi-year financial projections, including the current fiscal year and two (2) subsequent fiscal years.

    d. Cash flow projections for all twelve (12) months of the current or proposed fiscal year.

    e. Copies of budget revisions shall be provided to the District within two (2) weeks of revision, upon approval by the Charter School's Board of Directors.

3. To the extent that it appears the Charter School builds or sustains reserves in excess of twenty percent (20%) of total expenditures, the Charter School shall provide detailed reporting of how it built such reserves while providing the educational program promised in the Charter, and its intended use, if requested by the District.

4. A copy of any revisions to the Charter School's budget guidelines, policies, and internal controls shall be provided to the District within two (2) weeks of adoption of revisions.

5. The Charter School shall provide a copy of the budget guidelines, policies, and internal controls at the request of the District.

6. The Charter School shall provide the above-listed budget data for all related contracting corporations as defined by the IRS Code, if any.

Financial Data:

7. Bank account reconciliations for the Charter School will be the responsibility of the Charter School.

Financial Audit:

8. The Charter School's Board of Directors will annually appoint an independent fiscal auditor. The independent fiscal auditor must be approved by the State Controller's Office and must be listed on its website as approved to conduct such educational audits. The audit shall include, but not be limited to, the following:

    a. An audit of the accuracy of the Charter School's financial statements.

    b. An audit of the Charter School's attendance accounting and revenue claims practices.

    c. An audit of the Charter School's internal control practices.

9. The Charter School shall provide a copy of the Charter School's audited financial report to the District, the San Diego County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year.

10. The Charter School's [title] will review any audit exceptions or deficiencies and report to the Charter School's Board with recommendations on how to resolve them.

11. The Charter School's Authorized Representative shall submit a report to the District describing how the exceptions and deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

12. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved through the process described in the Charter School's Charter.

To: **Board of Directors**

From: **Executive Leadership**

Date: **March 3, 2026**

Subject: **FY2026-27 (FY27) Comprehensive Compensation Proposal**

Executive Summary

This proposal outlines a strategic investment in our valued Method staff to maintain market competitiveness, address inflationary pressures, and drive high-performance education results through a tiered incentive structure. We've already seen dramatic student test score (CAASP) results over the previous two years, and enrollment continues to trend up. Our focus on attracting and retaining top level educators and support staff is paying off.

1. Annual Base Salary Adjustment

We propose a **6.0% t**otal base salary increase. This includes COLA and raise. Traditionally, we've just called our annual compensation increases COLA adjustments. However, we want to be clear with staff that this amount exceeds the state "governors' COLA" and indeed reflects a raise for employees.

2. Flex Spending Account (FSA) Enhancement

To modernize our benefits package, we propose increasing the annual employer Flex Spending contribution for the first time in over a decade.

Period	Annual Contribution	Change
July 2014 – June 2026	$500	Baseline

Starting July 1, 2026 (Proposed)	$1,000	+100%

Strategic Note: This benefit has remained stagnant since its inception in 2014. Adjusting this figure not only provides immediate tax-advantaged relief for employees facing rising healthcare and childcare costs but also makes Method a more competitive option for top education staff.

3. Performance-Based Incentive (OKR Bonus)

To continue our transition toward a more results-oriented culture, we propose a continued Variable Pay Component contingent upon the achievement of organizational Objectives and Key Results (OKRs).

- **Bonus Potential:** Up to **6% of annual base salary** for all staff.
- **Objective:** This "all-staff" approach ensures cross-departmental silos are broken down, as the bonus is tied to collective company success rather than individual tasks.
- **Breakdown:** 1-2% points per OKR

Financial Impact & Justification

- **Retention:** In the current labor market, a comprehensive package (Base + Benefits + Bonus) is more effective than base salary increases alone.
- **Fiscal Responsibility:** By tying 6% of the potential total compensation to OKRs, the company only incurs this specific cost if high-value business targets are met. Additionally, we believe the proposed compensation plan for FY2026-27 is “conservatively aggressive” by being affordable for the organization but more than many other schools and districts are offering.
- **Morale:** Updating a 12-year-old benefit (FSA) signals to the workforce that leadership is attentive to their long-term well-being.

To: Board of Directors

From: Executive Leadership

Date: March 3, 2026

Effective Date: July 1, 2026 (Retroactive)

Subject: Proposal for New Charter Growth & Administrative Scale Adjustment

As our organization expands with the approval of new charters, the "back-office" and administrative demands increase significantly. Historically, we have absorbed this growth within our current staffing model to maintain lean operations.

To ensure sustainability and reward the increased workload of the staff managing this expansion, we propose a New Charter Add-on. This adjustment compensates the "overhead" teams who manage the scaling process (HR, Finance, Operations, and Frontline Support including Enrollment) without the need for the organization to hire new, redundant full-time employees.

While instructional staff workloads are tied directly to their specific classrooms and sites, Administrative and Support staff experience a cumulative increase in volume for every new charter approved.

- **Instructional Staff:** Workload remains stable per student/classroom ratio.
- **Support/Admin Staff:** Workload increases per charter (onboarding, compliance, centralized reporting, and facility management).

The following adjustments are proposed for non-instructional staff impacted by the current charter expansion:

Staff Category	Annual Add-on Amount	Functional Impact
Administrative Leadership	$5,000	Oversight of new site compliance, legal, and systems integration.

Frontline Support Staff	$2,500	Increased volume in processing, records, and centralized operations.

Note on Implementation: These amounts may be applied as a discretionary stipend or a base salary adjustment, to be determined by the Payroll and Finance departments based on tax optimization and long-term budgetary impact.

This proposal represents a significant cost-saving measure compared to traditional scaling methods. By recognizing that "overhead" staff takes on more work during growth phases without commensurate hiring, the Board signals a commitment to preventing burnout and maintaining a high-functioning centralized team.

Canvas Instructional Design Hours Request

Requested:

1. One-time $333,000 for 2000 hours of ID support
    - Reformat and enhance SF 2-12th courses for Canvas LMS platform
    - Adds to 1000 hours already purchased
    - Original estimate of 2000 hours needed; current estimate 3500

Proposed Offsets:

1. Reduce Curriculum Team to 2FT, 1 PT (2FT, 13 PT)
    - Savings: $345,600 annual (est. max)

2. Shift to a project-based hiring structure:
    - 200 hrs/course @ $6000 ($30/hr)

Instructure.

Instructure, Inc.
6330 South 3000 East, Suite 700
Salt Lake City, UT 84121
United States

Order Form

Order: Q-571972-1
Date: 2026-02-19
Order Valid Through: 2026-03-31

Order Form for Method School

Bill to Information

Entity Name: Method School
Address: 38750 SKY CANYON DR STE B
City: MURRIETA

State/Province: California

92563

Country: United States

Ship to Information

Entity Name: Method School
Address: 38750 SKY CANYON DR STE B
City: MURRIETA

State/Province: California

Zip/Postal Code: 92563

Country: United States

Billing Contact

Name:

Email:

Phone:

Shipping Contact

Name: Sarah Delawder

Email: sdelawder@methodschools.org

Phone: +1 951 461 4620

Billing Information

Billing Frequency: Annual Upfront

Billing Frequency Term: Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Payment Terms: Net 30

Year 1								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S2	Instructional Design - Remote Consultation (Hourly)	2026-03-01		Non-Recurring	Per Hour	2,000	USD 165.00	USD 330,000.00

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 0.00	USD 330,000.00	USD 330,000.00
Total	**USD 0.00**	**USD 330,000.00**	**USD 330,000.00**

Products	Description	Qty

Instructional Design - Remote Consultation (Hourly)	Hourly remote consultation with members of our Instructional Design Team. Time spent will be tracked and reported to the client and may include contact time via phone, email, or web conference or time spent preparing requested materials or deliverables. Services that may be delivered include: course reviews, course enhancements, course building, design coaching, and consultation around design projects that support institution goals. Scheduling and usage of consulting services are subject to consultant availability and capacity. Consultant assigned to work will be selected based on scheduling need and available capacity. Working hours are limited to Instructure normal operating business hours including company holidays.	2,000.00

Quote Special Terms

Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12-month duration at an annual price increase of **5%** unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

Non-Recurring Expiration: Unless otherwise stated in an applicable Statement of Work or this Order Form, Non-Recurring Products and 3rd Party Products must be completed within 12 months beginning on the later of the last date of signature or the Initial Start Date specified in this Order Form.

Terms and Conditions

Governing Terms: This Order Form shall be governed by the Master Terms and Conditions which can be found here: https://www.instructure.com/policies/mastertermsconditions

Data Processing Addendum: The data processing addendum between the parties is available at: https://www.instructure.com/policies/data-processing-addendum

Conflict Clause: In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

Product Supplement Terms: Product Specific Supplements which can be found here: https://www.instructure.com/policies/product-supplements, govern the use of the applicable product and/or feature offerings listed in this Order Form and/or utilized by Customer, and are incorporated into the Master Terms and Conditions.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No):	Check here if your company is exempt from US state sales tax:
If Yes, please enter PO Number:	*Please email all US state sales tax exemption certifications to ar@instructure.com*

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

Method School		**Instructure, Inc. (USA/CAN)**	
Signature:	_____	Signature:	_____
Name:	_____	Name:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

BP 3080
For approval, 3/3/26

Donations and Funds Solicitation Policy

Applies to: Method Schools Corporation, Method Schools San Diego, Method Schools Los Angeles, Method Summit Academy, and any future approved charter operating under Method Schools Corporation.

Approved by: Method Schools Board of Directors (pending)
Effective Date:

Purpose of Policy

Method Schools Corporation is organized as a California nonprofit public benefit corporation and recognized by the Internal Revenue Service as a 501(c)(3) tax-exempt organization. Although Method Schools is legally permitted to receive charitable contributions, **the organization has elected not to solicit or accept voluntary donations from the public at this time.**

The purpose of this policy is to:

- Establish clear guidelines regarding donations and fundraising activities;
- Ensure compliance with applicable **IRS regulations**, **California law**, and **governance requirements** for public charter schools; and
- Prevent unauthorized individuals or groups from soliciting or accepting donations on behalf of Method Schools.

This policy applies to all Method Schools charters and shall be communicated/available to:

- Staff and administrators
- Families and students
- The general public as needed.

Clear communication ensures transparency and prevents misunderstandings regarding tax-deductible donations or fundraising activities involving Method Schools.

This policy preserves the Board's authority to allow donations or fundraising in the future should organizational needs or strategy change.

Organizational Statement

At this time, Method Schools does not solicit, request, or accept donations—monetary or in-kind—from parents, guardians, students, staff, vendors, community members, or the general public. However, Method Schools encourages those who wish to help, to take advantage of volunteer opportunities.

Individuals who inquire about making a donation will be informed that Method Schools is not currently accepting donations and will not be provided the organization's tax identification number for charitable contribution purposes.

IRS and California Compliance

Although Method Schools holds 501(c)(3) tax-exempt status, the IRS does not require a tax-exempt organization to accept donations. However, if an organization does accept donations, the IRS requires specific documentation, reporting, and acknowledgment procedures.

By declining donations, Method Schools avoids obligations related to the receipt of donations, donor disclosures, restricted gift management, and unrelated business income considerations.

California law permits a nonprofit public benefit corporation to limit or decline donations and prohibits individuals from soliciting funds for a nonprofit without authorization (Cal. Gov. Code § 12599).

To remain compliant with both IRS and California requirements, **no charitable solicitation may occur on behalf of Method Schools unless explicitly authorized by the Board of Directors in writing.**

No Acceptance of Gifts or Donations

While this policy is in effect, Method Schools will not accept:

- Monetary contributions;
- In-kind goods or supplies;
- Equipment or materials; or
- Gifts with designated or restricted uses.

If any such items are offered, staff shall courteously decline and refer the individual to this policy.

Exception: Items required by law (e.g., mandated reimbursements) do not constitute donations and are not governed by this policy.

Unauthorized Fundraising or Solicitation

No parent, guardian, student, staff member, volunteer, vendor, or external individual or organization may:

- Solicit donations;
- Conduct fundraising efforts;
- Request goods, services, or monetary support; or
- Represent that Method Schools is seeking contributions,

without prior written authorization from the Method Schools Board of Directors.

Unauthorized solicitation includes—but is not limited to—online crowdfunding, emails, social media posts, grant requests, or in-person requests made in the name of Method Schools or any of its schools.

Any unauthorized solicitation must be reported to the appropriate school administrator or the Method Schools Corporate Office immediately.

Enforcement

Violations of this policy may result in:

- Disciplinary action (for internal personnel),
- Removal of unauthorized fundraising materials, and/or
- Reporting to appropriate regulatory authorities when required by law.

Future Acceptance of Donations

The Board of Directors retains the exclusive authority to:

- Amend this policy,

- Authorize the organization to begin accepting donations, and/or
- Establish appropriate financial controls, acknowledgment procedures, donor restrictions policies, and fundraising oversight structures if donation acceptance begins in the future.

Until such Board action occurs, **donations are neither solicited nor accepted**.

Policy Review

This policy shall be reviewed at least every three years or upon any material change to federal or state laws governing nonprofit charitable solicitation.

Second Interim Budgets

March 3, 2026 BOARD OF DIRECTORS MEETING

25-26 Projected ADA

Entity	1st Int Proj. ADA	1st Int % ADA	2nd Int Proj. ADA	2nd Int % ADA
Method Schools	660	54%	671	55%
Method Schools LA	475	38%	482	40%
Method Summit Academy	95	8%	71	5%
Combined	1230	100%	1224	100%

25-26 2nd Interim Summary

Entity	7/1/2025 Balance (Actual)	Revenue Budget	Expenditure Budget	Net	6/30/2026 Balance (Forecast)
Method Schools	$12,291,194	$11,068,760	$9,647,694	$1,421,066	$13,712,260
Method Schools LA	$20,869,008	$8,120,033	$6,812,855	$1,307,178	$22,176,186
Method Summit Academy	$0	$983,290	$1,133,407	($150,117)**	($150,117)
Combined	$33,160,202	$20,172,083	$17,593,956	$2,578,127	$35,738,329

** First year expected to be net loss, internal loan with SD planned to cover as per previous board approval

2025-26 2nd Interim Report Narrative – Method Schools

1. Key Statistics

2023-24 P-2 ADA: 546
2024-25 P-2 ADA: 595
2025-26 Adopted Budget ADA: 454
2025-26 2nd Interim Budget ADA: 671

2. Revenue Assumptions

The ADA projection utilized in the LCFF calculator for the Adopted Budget was based on 2024-25 P2 ADA less approximately 180 students who were expected to enroll in the newly approved Method Summit Academy.

However, the actual attendance/enrollment data through the 2025-26 2nd Interim resulted in only approximately 95 students shifting from Method San Diego to Method Summit Academy. 2025-26 2nd Interim ADA is currently projected at 671, approximately 200 higher than the adopted budget projection, primarily due to fewer students transferring to MSA, and moderate growth.

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 $9,136,456.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($128,161), Prop-20 Lottery ($55,020), Mandate Block Grant ($32,199) and State Special Education and Mental Health Funding ($589,427). All revenue sources are based on the most recent projections from California School Services. Method San Diego has also included the one-time funding for the Student Support Professional Development Block Grant ($235,672) and the one-time Learning Recovery Block Grant #2 ($15,973) in the Other State Revenue Projections. And finally, Method is expecting to allocate PY Prop 28 revenue from 2023-24 and 2024-25 totaling $39,030 in addition to current year Prop 28 funds of $67,940.

Method does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. The only Federal Revenue projected in the adopted budget is for Federal Special Education funding from El Dorado SELPA totaling $68,960.

The only local revenue that Method is projecting for 2025-26 is $700,000 for interest in the San Diego County Treasury. For reference, through January 31, 2026, Method had earned over $387,824 of interest income for the 2025-26 fiscal year.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method will have approximately 48 Certificated Staff members on staff during 2025-26, equating to approximately 48 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $93,973 per FTE. Method offers a competitive medical plan and a 403(b) employer match of 7% for employees. Method does not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26.

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

Method is projecting total 4000 level expenditures for 2025-26 to be $937,400. This is an increase of $492,600 when compared to the Adopted Budget. The reason for the increase in expenditures is based on approximately 200 more ADA being budgeted at the 2nd Interim when compared to the Adopted budget. The other significant change to Method's expected curriculum program and appropriate funds is the research and implementation of a new LDS (switching from SmartFox to Canvas.) Method has also budgeted for increased costs for core curriculum, supplemental curricula and replacement of student and staff laptops.

Method is projecting a $284,623 increase in 5000 level expenditures compared to the Adopted Budget. Again, this is based on the increase of approximately 200 ADA being projected at the 2nd Interim when compared to the Adopted Budget. There are no other significant changes to Method's expected 5000 level expenditures.

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 began the 2025-26 fiscal year with a beginning fund balance of $12,291,194. The 2025-26 operating surplus is expected to be $1,421,066. Therefore, the projected 2025-26 Ending Fund Balance is projected to be $13,712,260. Method has allocated 5% 2025-26 expenditures ($482,385) as Designated for Economic Uncertainties.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance other than the 5% designated for Economic Uncertainties.

Cash Flows

Response: Method Schools has a strong cash position. Method has no current expected cash shortages. The months of July – January Principal Apportionment rows of the cash flow are based on 2024-25 P-2, with an adjustment for 2025-26 ADA occurring in February. Additionally, during the 2024-25 audit process Method submitted a revised P-2 which resulted in liability owed back to the CDE of approximately $2.3 million. That repayment schedule will not begin until February once the CDE certifies prior year P-2 revisions.

The only other notable item for Method San Diego's cashflow is a startup loan that Method SD will make to Method Summit Academy for startup cashflow for the new school. The beginning loan has been accounted for in the July 1, 2025 beginning cash balance. Method Summit Academy did not apply for PENSEC funding and therefore has a need for additional cash prior to receiving their first apportionment payment in February 2026. Method Summit Academy will repay the loan no later than June 2026, at the end of the 2025-26 fiscal year. The inflows from Method San Diego and repayment from Method Summit Academy are reflected in the cash flow accordingly.

CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2025 to June 30, 2026

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:
Bradley Johnson	Stefanie Bryant
Name	Name
Superintendent	Director of Accounting
Title	Title
619-444-2161	801.360.9819
Telephone	Telephone
bradley.johnson@dehesasd.net	sbryant@methodschools.org
E-mail address	E-mail address

To the entity that approved the charter school:

(x) 2025-26 CHARTER SCHOOL FIRST 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 Stefanie Bryant Title: Director of Accounting

To the Dehesa Elementary School District

(x) 2025-26 CHARTER SCHOOL FIRST 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
(Original signature required)

Printed _____ Title: _____

To the Superintendent of Public Instruction:

(x) 2025-26 CHARTER SCHOOL FIRST 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, 2025 to June 30, 2026

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	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	5,902,941	5,902,941	5,351,462	8,882,691		8,882,691	2,979,750
Education Protection Account - Current Year	8012	90,800	90,800	75,275	134,200		134,200	43,400
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	99,426	99,426	0	119,565		119,565	20,139
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		**6,093,167**	**6,093,167**	**5,426,737**	**9,136,456**		**9,136,456**	**3,043,289**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0	0	0		0	0	0
Special Education - Federal	8181, 8182	68,960	68,960	0		68,960	68,960	0
Child Nutrition - Federal	8220	0	0	0		0	0	0
Other Federal Revenues	8290	0	0	0	0	0	0	0
Total, Federal Revenues		**68,960**	**68,960**	**0**	**0**	**68,960**	**68,960**	**0**
3. Other State Revenues								
Special Education - State	StateRevSE	571,499	571,499	492,853		589,427	589,427	17,928
Child Nutrition Programs	8520	0	0	0		0	0	0
Mandated Costs Reimbursements	8550	20,730	20,730	37,909	32,119		32,119	11,389
Lottery - Unrestricted and Instructional Materials	8560	123,942	123,942	49,035	128,161	55,022	183,183	59,241
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	63,788	63,788	231,321	0	358,615	358,615	294,827
Total, Other State Revenues		**779,959**	**779,959**	**811,119**	**160,280**	**1,003,064**	**1,163,344**	**383,385**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	700,000	700,000	387,824	700,000	0	700,000	0
Total, Local Revenues		**700,000**	**700,000**	**387,824**	**700,000**	**0**	**700,000**	**0**
5. TOTAL REVENUES		**7,642,086**	**7,642,086**	**6,625,680**	**9,996,736**	**1,072,024**	**11,068,760**	**3,426,674**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	2,622,235	2,622,235	2,224,285	3,081,106	406,339	3,487,445	865,210
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	466,030	466,030	326,464	588,815	30,613	619,428	153,398
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		**3,088,265**	**3,088,265**	**2,550,749**	**3,669,921**	**436,952**	**4,106,873**	**1,018,608**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	210,177	210,177	80,935	444,407	0	444,407	234,230
Non-certificated Support Salaries	2200	0	0		0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	341,771	341,771	390,324	384,154	0	384,154	42,383
Clerical and Office Salaries	2400	541,727	541,727	414,493	851,590	11,432	863,022	321,295
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		**1,093,675**	**1,093,675**	**885,751**	**1,680,151**	**11,432**	**1,691,583**	**597,908**

Description	Object Code	Original Budget	Board Approved	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
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	305,143	305,143	240,752	399,457	34,301	433,758	128,615
Health and Welfare Benefits	3401-3402	387,529	387,529	378,753	275,133	280,924	556,057	168,528
Unemployment Insurance	3501-3502	34,400	34,400	15,637	41,213	3,587	44,800	10,400
Workers' Compensation Insurance	3601-3602	31,910	31,910	33,108	40,876	4,484	45,360	13,450
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	255,286	255,286	142,726	336,116	31,387	367,503	112,217
Total, Employee Benefits		**1,014,268**	**1,014,268**	**810,975**	**1,092,795**	**354,683**	**1,447,478**	**433,210**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	195,650	195,650	268,126	391,195	70,805	462,000	266,350
Books and Other Reference Materials	4200	75,000	75,000	272,369	215,000	0	215,000	140,000
Materials and Supplies	4300	64,500	64,500	15,133	28,000	0	28,000	(36,500)
Noncapitalized Equipment	4400	109,650	109,650	90,297	232,400	0	232,400	122,750
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		**444,800**	**444,800**	**645,925**	**866,595**	**70,805**	**937,400**	**492,600**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	111,800	111,800	87,894	193,200	0	193,200	81,400
Dues and Memberships	5300	8,600	8,600	17,541	25,200	0	25,200	16,600
Insurance	5400	38,700	38,700	48,404	61,600	0	61,600	22,900
Operations and Housekeeping Services	5500	17,630	17,630	11,742	22,960	0	22,960	5,330
Rentals, Leases, Repairs, and Noncap. Improvements	5600	71,380	71,380	29,637	83,000	0	83,000	11,620
Professional/Consulting Services and Operating Expend.	5800	709,372	709,372	409,738	597,045	252,000	849,045	139,673
Communications	5900	116,100	116,100	72,092	123,200	0	123,200	7,100
Total, Services and Other Operating Expenditures		**1,073,582**	**1,073,582**	**677,049**	**1,106,205**	**252,000**	**1,358,205**	**284,623**
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	6300	0	0	0	0	0	0	0

	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	106,155	0	106,155	(106,155)
	Total, Capital Outlay		**0**	**0**	**0**	**106,155**	**0**	**106,155**	**(106,155)**
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**		**6,714,590**	**6,714,590**	**5,570,449**	**8,521,821**	**1,125,873**	**9,647,694**	**2,720,794**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		927,496	927,496	1,055,231	1,474,915	(53,849)	1,421,066	493,570
	Description	**Object Code**	**Original Budget**	**Board Approved**	**Actuals to**	**Second Interim**	**Second Interim**	**Second Interim**	**Difference (Col**
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	(53,849)	53,849	0	0
4.	**TOTAL OTHER FINANCING SOURCES / USES**		**0**	**0**	**0**	**(53,849)**	**53,849**	**0**	**0**
E.	**NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)**		927,496	927,496	1,055,231	1,421,066	0	1,421,066	493,570
F.	**FUND BALANCE, RESERVES**								
1.	Beginning Fund Balance								
a.	As of July 1	9791	12,857,141	12,857,141		12,291,194		12,291,194	(565,947)
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		0		0	0
c.	Adjusted Beginning Balance		12,857,141	12,857,141		12,291,194	0	12,291,194	
2.	**Ending Fund Balance, Oct 31 (E + F.1.c.)**		**13,784,637**	**13,784,637**		**13,712,260**	**0**	**13,712,260**	
	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	336,778	336,778		482,385		482,385	
	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**	**13,447,859**	**13,447,859**		**13,229,875**	**0**	**13,229,875**	

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: 2025-26

Description	Object Code	2025-26 (populated from Alternative Form Tab) Second Interim	Second Interim	Second Interim	Totals for 2026-27	Totals for 2027-28
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	8,882,691		8,882,691	9,498,117	10,327,718
Education Protection Account - Current Year	8012	134,200		134,200	139,000	146,200
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	119,565		119,565	123,842	130,256
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		**9,136,456**		**9,136,456**	**9,760,959**	**10,604,174**
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		68,960	68,960	107,360	113,120
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		**0**	**68,960**	**68,960**	**107,360**	**113,120**
3. Other State Revenues						
Special Education - State	StateRevSE		589,427	589,427	592,401	728,093
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	32,119		32,119	33,791	35,514
Lottery - Unrestricted and Instructional Materials	8560	128,161	55,022	183,183	193,011	203,112
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	358,615	358,615	83,723	83,723
Total, Other State Revenues		**160,280**	**1,003,064**	**1,163,344**	**902,926**	**1,050,442**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	700,000	0	700,000	700,000	700,000
Total, Local Revenues		**700,000**	**0**	**700,000**	**700,000**	**700,000**
5. TOTAL REVENUES		**9,996,736**	**1,072,024**	**11,068,760**	**11,471,245**	**12,467,736**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	3,081,106	406,339	3,487,445	3,800,331	3,978,162
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	588,815	30,613	619,428	637,917	669,558
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**3,669,921**	**436,952**	**4,106,873**	**4,438,248**	**4,647,720**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	444,407	0	444,407	316,220	331,411
Non-certificated Support Salaries	2200	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	384,154	0	384,154	471,117	497,051
Clerical and Office Salaries	2400	851,590	11,432	863,022	871,793	920,108
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**1,680,151**	**11,432**	**1,691,583**	**1,659,130**	**1,748,570**
Description	**Object Code**	**Second Interim**	**Second Interim**	**Second Interim**	**Totals for 2026-**	**Totals for**
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	399,457	34,301	433,758	456,036	478,313
Health and Welfare Benefits	3401-3402	275,133	280,924	556,057	594,951	633,845
Unemployment Insurance	3501-3502	41,213	3,587	44,800	44,800	44,800
Workers' Compensation Insurance	3601-3602	40,876	4,484	45,360	47,690	50,020
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	336,116	31,387	367,503	386,124	404,744
Total, Employee Benefits		**1,092,795**	**354,683**	**1,447,478**	**1,529,601**	**1,611,722**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	391,195	70,805	462,000	498,960	538,877
Books and Other Reference Materials	4200	215,000	0	215,000	232,200	250,776
Materials and Supplies	4300	28,000	0	28,000	30,240	32,659
Noncapitalized Equipment	4400	232,400	0	232,400	250,992	271,072
Food	4700	0	0	0	0	0
Total, Books and Supplies		**866,595**	**70,805**	**937,400**	**1,012,392**	**1,093,384**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	193,200	0	193,200	208,656	225,348
Dues and Memberships	5300	25,200	0	25,200	27,216	29,393
Insurance	5400	61,600	0	61,600	66,528	71,850
Operations and Housekeeping Services	5500	22,960	0	22,960	24,797	26,781

	Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,000	0	83,000	89,640	96,811
	Professional/Consulting Services and Operating Expend.	5800	597,045	252,000	849,045	915,904	989,800
	Communications	5900	123,200	0	123,200	133,056	143,700
	Total, Services and Other Operating Expenditures		**1,106,205**	**252,000**	**1,358,205**	**1,465,797**	**1,583,683**
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 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	106,155	0	106,155	97,644	91,363
	Total, Capital Outlay		**106,155**	**0**	**106,155**	**97,644**	**91,363**
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**		**8,521,821**	**1,125,873**	**9,647,694**	**10,202,812**	**10,776,442**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		**1,474,915**	**(53,849)**	**1,421,066**	**1,268,433**	**1,691,294**
	Description	**Object Code**	**Second Interim**	**Second Interim**	**Second Interim**	**Totals for 2026-**	**Totals for**
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	(53,849)	53,849	0	0	0
4.	**TOTAL OTHER FINANCING SOURCES / USES**		**(53,849)**	**53,849**	**0**	**0**	**0**
E.	**NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)**		**1,421,066**	**0**	**1,421,066**	**1,268,433**	**1,691,294**
F.	**FUND BALANCE, RESERVES**						
1.	Beginning Fund Balance						
a.	As of July 1	9791	12,291,194		12,291,194	13,712,260	14,980,693
b.	Adjustments/Restatements to Beginning Balance	9793, 9795	0		0	0	0
c.	Adjusted Beginning Balance		12,291,194	0	12,291,194	13,712,260	14,980,693
2.	**Ending Fund Balance, Oct 31 (E + F.1.c.)**		**13,712,260**	**0**	**13,712,260**	**14,980,693**	**16,671,987**
	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	482,385		482,385	510,141	538,822
	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	13,229,875	0	13,229,875	14,470,552	16,133,165

LCFF Calculator Caveats

v.26.2a **1/12/26**

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.
	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.
	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.
NEW 2024-25	On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

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.

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.

NEW 2025-26

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

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

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

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 with necessary small schools should refer to the Instructions tab. 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

NEW 2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW 2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

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.

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

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.

- **In Lieu of Taxes:** 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.
- **Necessary Small 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 grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

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. If "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding.

- **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 or calculates the in-lieu transfers outside of this tool. 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. 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 or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**
- **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

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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 SD 2025-26 2nd Interim Budget LCFF Calculator
Charter	Projection Type	Created by:	Eve Laurelin
		Email:	elaurelin@methodschools.org
	Projection Date	Phone:	(951) 331-3929 ext 7035

DATA ONLY - NO CALCULATIONS

MethodSchools (129221)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(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)				*65.00%*	*65.00%*	*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)*				13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
Statutory COLA				*6.56%*	*8.22%*	*1.07%*	*2.30%*	*2.41%*	*3.06%*	*3.34%*	*3.14%*
Augmentation/(COLA Suspension)				*6.70%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				*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	$ 3,044	$ 3,077	$ 5,545	$ 5,679	$ 5,853	$ 6,048	$ 6,238
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				12.74780911%	21.98880689%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.84814107%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					

MethodSchools (129221)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF												
NEW CHARTER SCHOOLS							New Charter School Name:					
							Year that charter starts operation (select from drop down list):					
(a) TRANSFER OF IN-LIEU PROPERTY TAX					Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	**In-Lieu of Property Tax**				**133,858**	**131,567**	**136,368**	119,565	123,842	130,256	135,424	137,206
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)												
A-1, A-2, A-3	**Enrollment**		**458**	**331**	**342**	**361**	**428**	358	391	391	391	391
B-1, B-2, B-3	**Unduplicated Pupil Count**		**185**	**118**	**140**	**134**	**178**	169	177	177	177	177
	Single Year Unduplicated Pupil Percentage				40.94%	37.12%	41.59%	47.21%	45.27%	45.27%	45.27%	45.27%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				39.17%	37.91%	39.96%	41.94%	44.52%	45.88%	45.27%	45.27%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location												
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 (%)**				**43.77%**	**34.55%**	**35.64%**	35.64%	35.64%	35.64%	35.64%	35.64%
	Unduplicated Pupil Percentage: Supplemental Grant				39.17%	37.91%	39.96%	41.94%	44.52%	45.88%	45.27%	45.27%
	Unduplicated Pupil Percentage: Concentration Grant				39.17%	34.55%	35.64%	35.64%	35.64%	35.64%	35.64%	35.64%
(d) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-4	**TK** (NEW beginning 2022-23)				-	-	**0.40**	1.00	1.00	1.00	1.00	1.00
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**				**16.75**	**11.61**	**15.15**	8.00	8.00	9.00	10.00	10.00
B-2	**Grades 4-6**				**30.84**	**36.08**	**41.43**	11.00	9.00	10.00	1.00	11.00
B-3	**Grades 7-8**				**56.35**	**58.81**	**100.20**	45.00	39.00	41.00	44.00	44.00
B-4	**Grades 9-12**				**341.08**	**433.04**	**595.97**	607.00	639.00	671.00	705.00	705.00
	SUBTOTAL ADA				445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
	RATIO: ADA to Enrollment				1.30	1.49	1.76	1.87	1.78	1.87	1.94	1.97
(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-4	Minimum State Aid Adjustments				$ -	$ -	$ -					

MethodSchools (129221)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(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	**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 / A-3	**District Enrollment**		-	-	-	-	-					
A-2 / A-4	**COE Enrollment**		-	-	-	-	-					
	Total Enrollment		-	-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**		-	-	-	-	-					
B-2 / B-4	**COE Unduplicated Pupil Count**		-	-	-	-	-					
	Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-
	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 (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

MethodSchools (129221)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-10	**TK (Commencing in 2022-23)**				-	-	-					
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.												
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
B-1, D-5	**Grades TK-3**	-	-	-	-	-	-					
	Grades 4-6	-	-	-	-	-	-					
	Grades 7-8	-	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
D-9, E-1	**Grades TK-3**				-	-	-					
	Grades 4-6				-	-	-					
	Grades 7-8				-	-	-					
	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-2, E-3	**Grades TK-3**				-	-	-					
	Grades 4-6				-	-	-					
	Grades 7-8				-	-	-					
	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%

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter 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).** **NOTE: *Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

	Prior year	**Source:** Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PADC ADA report	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report
A-20	**Grades TK-3**	Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-					
	Grades 7-8		-	-	-	-	-					
	Grades 9-12		-	-	-	-	-					
			-	-	-	-	-	-	-	-	-	-
A-19	**Grades TK-3**	Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-					
	Grades 7-8		-	-	-	-	-					
	Grades 9-12		-	-	-	-	-					
			-	-	-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-	-	-

MethodSchools (129221)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(4) NECESSARY SMALL SCHOOLS ADA													
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.													
1 **NSS #1**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
3 **NSS #3**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

MethodSchools (129221)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
4 **NSS #4**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
5 **NSS #5**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

MethodSchools (129221)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to override the calculated in-lieu of property tax results.											
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				-	-	-	-	-	-	-	-

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget
LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
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)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
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)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
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 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	16.75	11.61	15.15	8.00	8.00	9.00	10.00	10.00
Grades 4-6	30.84	36.08	41.43	11.00	9.00	10.00	1.00	11.00
Grades 7-8	56.35	58.81	100.20	45.00	39.00	41.00	44.00	44.00
Grades 9-12	341.08	433.04	595.97	607.00	639.00	671.00	705.00	705.00
LCFF Subtotal	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
Change in LCFF ADA (excludes NSS ADA)	445.02 Increase	539.54 Increase	752.75 Increase	671.00 Increase	695.00 Increase	731.00 Increase	760.00 Increase	770.00 Increase

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget
LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	16.75	11.61	15.15	8.00	8.00	9.00	10.00	10.00
Grades 4-6	30.84	36.08	41.43	11.00	9.00	10.00	1.00	11.00
Grades 7-8	56.35	58.81	100.20	45.00	39.00	41.00	44.00	44.00
Grades 9-12	341.08	433.04	595.97	607.00	639.00	671.00	705.00	705.00
Subtotal	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
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	16.75	11.61	15.15	8.00	8.00	9.00	10.00	10.00
Grades 4-6	30.84	36.08	41.43	11.00	9.00	10.00	1.00	11.00
Grades 7-8	56.35	58.81	100.20	45.00	39.00	41.00	44.00	44.00
Grades 9-12	341.08	433.04	595.97	607.00	639.00	671.00	705.00	705.00
Total Actual ADA	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	16.75	11.61	15.15	8.00	8.00	9.00	10.00	10.00
Grades 4-6	30.84	36.08	41.43	11.00	9.00	10.00	1.00	11.00
Grades 7-8	56.35	58.81	100.20	45.00	39.00	41.00	44.00	44.00
Grades 9-12	341.08	433.04	595.97	607.00	639.00	671.00	705.00	705.00
Total Funded ADA	**445.02**	**539.54**	**752.75**	**671.00**	**695.00**	**731.00**	**760.00**	**770.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	0.40	1.00	1.00	1.00	1.00	1.00

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calcu v.26.2a						PY3	v.26.2a					PY2
LOCAL CONTROL FUNDING FORMULA						**2022-23**						**2023-24**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		13.26%	0.00%	39.17%	39.17%			8.22%	0.00%	37.91%	34.55%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	16.75	$ 9,166	$ 953	$ 793	$ -	$ 182,771	11.61	$ 9,919	$ 1,032	$ 830	$ -	$ 136,781
Grades 4-6	30.84	9,304		729	-	309,414	36.08	10,069		763	-	390,835
Grades 7-8	56.35	9,580		750	-	582,124	58.81	10,367		786	-	655,909
Grades 9-12	341.08	11,102	289	892	-	4,189,612	433.04	12,015	312	935	-	5,742,818
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 4,766,969	$ 114,534	$ 382,418	$ -	$ 5,263,921		$ 6,291,109	$ 147,089	$ 488,145	$ -	$ 6,926,343
NSS Allowance		-				-		-				-
TOTAL BASE	445.02	$ 4,766,969	$ 114,534	$ 382,418	$ -	$ 5,263,921	539.54	$ 6,291,109	$ 147,089	$ 488,145	$ -	$ 6,926,343
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)	TK ADA	-	TK Add-on rate	$ 2,813.00		-	TK ADA	-	TK Add-on rate	$ 3,044.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 5,263,921						$ 6,926,343
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 5,263,921**						**$ 6,926,343**
Local Revenue (including RDA)						(133,858)						(131,567)
Gross State Aid						**$ 5,130,063**						**$ 6,794,776**
Education Protection Account Entitlement						(89,004)						(107,908)
Net State Aid						**$ 5,041,059**						**$ 6,686,868**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	445.02		$ -			$ -	539.54		$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(133,858)						(131,567)
Less Education Protection Account Entitlement						(89,004)						(107,908)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
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						5,263,921						6,926,343
Minimum State Aid plus Property Taxes including RDA						133,858						131,567
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 5,041,059**						**$ 6,686,868**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 5,041,059**						**$ 6,686,868**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 5,263,921**						**$ 6,926,343**
Change Over Prior Year									31.58%	1,662,422		
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 11,829						12,837
Per-ADA Change Over Prior Year									8.52%	1,008		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
						2022-23				Increase		2023-24
State Aid						$ 5,041,059			32.65%	1,645,809		$ 6,686,868
Education Protection Account						89,004						107,908
Property Taxes Net of In-Lieu Transfers						-			0.00%	-		-
Charter In-Lieu Taxes						133,858			-1.71%	(2,291)		131,567
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 5,263,921**			31.22%	1,643,518		**$ 6,926,343**

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calcu v.26.2a							PY1	v.26.2a						CY
LOCAL CONTROL FUNDING FORMULA							**2024-25**							**2025-26**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%		0.00%	39.96%	35.64%			2.30%		0.00%	41.94%	35.64%	
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	15.15	$ 10,025		$ 1,043	$ 885	$ -	$ 181,081	8.00	$ 10,256		$ 1,067	$ 950	$ -	$ 98,182
Grades 4-6	41.43	10,177			813	-	455,330	11.00	10,411			873	-	124,127
Grades 7-8	100.20	10,478			837	-	1,133,804	45.00	10,719			899	-	522,815
Grades 9-12	595.97	12,144		316	996	-	8,019,255	607.00	12,423		323	1,069	-	8,385,787
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 8,860,868		$ 204,127	$ 724,475	$ -	$ 9,789,470		$ 8,219,685		$ 204,597	$ 706,629	$ -	$ 9,130,911
NSS Allowance		-					-		-					-
TOTAL BASE	752.75	$ 8,860,868		$ 204,127	$ 724,475	$ -	$ 9,789,470	671.00	$ 8,219,685		$ 204,597	$ 706,629	$ -	$ 9,130,911
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)	TK ADA	0.40	TK Add-on rate		$ 3,077.00		1,231	TK ADA	1.00	TK Add-on rate		$ 5,545.00		5,545
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 9,790,701							$ 9,136,456
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 9,790,701**							**$ 9,136,456**
Local Revenue (including RDA)							(136,368)							(119,565)
Gross State Aid							**$ 9,654,333**							**$ 9,016,891**
Education Protection Account Entitlement							(150,550)							(134,200)
Net State Aid							**$ 9,503,783**							**$ 8,882,691**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2024-25 ADA			N/A			12-13 Rate	2025-26 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	752.75			$ -			$ -	671.00			$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(136,368)							(119,565)
Less Education Protection Account Entitlement							(150,550)							(134,200)
Subtotal State Aid for Historical RL/Charter General BG							**$ -**							**$ -**
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			-	-			-			-	-			-
Minimum State Aid Guarantee Before Proration Factor							**$ -**							**$ -**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ -**							**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							9,789,470							9,130,911
Minimum State Aid plus Property Taxes including RDA							136,368							119,565
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 9,503,783**							**$ 8,882,691**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 9,503,783**							**$ 8,882,691**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen							**$ 9,790,701**							**$ 9,136,456**
Change Over Prior Year			41.35%	2,864,358						-6.68%	(654,245)			
LCFF Entitlement Per ADA (excluding Categorical MSA)							13,007							13,616
Per-ADA Change Over Prior Year			1.32%	170						4.68%	609			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2024-25				Increase			2025-26
State Aid			42.13%	2,816,915			$ 9,503,783			-6.54%	(621,092)			$ 8,882,691
Education Protection Account							150,550							134,200
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			3.65%	4,801			136,368			-12.32%	(16,803)			119,565
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			40.74%	2,821,716			**$ 9,790,701**			-6.52%	(637,895)			**$ 9,136,456**

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calcu v.26.2a						CY1	v.26.2a						CY2
LOCAL CONTROL FUNDING FORMULA						**2026-27**							**2027-28**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		2.41%	0.00%	44.52%	35.64%			3.06%	0.00%	45.88%	35.64%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	8.00	$ 10,503	$ 1,092	$ 1,032	$ -	$ 101,019	9.00	$ 10,824	$ 1,126	$ 1,097	$ -	$ 117,419	
Grades 4-6	9.00	10,662		949	-	104,502	10.00	10,988		1,008	-	119,963	
Grades 7-8	39.00	10,977		977	-	466,221	41.00	11,313		1,038	-	506,394	
Grades 9-12	639.00	12,722	331	1,162	-	9,083,538	671.00	13,111	341	1,234	-	9,854,545	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 8,737,443	$ 220,245	$ 797,592	$ -	$ 9,755,280		$ 9,468,610	$ 238,945	$ 890,766	$ -	$ 10,598,321	
NSS Allowance		-				-		-				-	
TOTAL BASE	695.00	$ 8,737,443	$ 220,245	$ 797,592	$ -	$ 9,755,280	731.00	$ 9,468,610	$ 238,945	$ 890,766	$ -	$ 10,598,321	
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)	TK ADA	1.00	TK Add-on rate	$ 5,679.00		5,679	TK ADA	1.00	TK Add-on rate	$ 5,853.00		5,853	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 9,760,959						$ 10,604,174	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 9,760,959**						**$ 10,604,174**	
Local Revenue (including RDA)						(123,842)						(130,256)	
Gross State Aid						**$ 9,637,117**						**$ 10,473,918**	
Education Protection Account Entitlement						(139,000)						(146,200)	
Net State Aid						**$ 9,498,117**						**$ 10,327,718**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2026-27 ADA		N/A			12-13 Rate	2027-28 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	695.00		$ -			$ -	731.00		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(123,842)						(130,256)	
Less Education Protection Account Entitlement						(139,000)						(146,200)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ -**						**$ -**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						9,755,280						10,598,321	
Minimum State Aid plus Property Taxes including RDA						123,842						130,256	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 9,498,117**						**$ 10,327,718**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 9,498,117**						**$ 10,327,718**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen						**$ 9,760,959**						**$ 10,604,174**	
Change Over Prior Year			6.84%	624,503					8.64%	843,215			
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,045						14,506	
Per-ADA Change Over Prior Year			3.15%	429					3.28%	461			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2026-27				Increase		2027-28	
State Aid			6.93%	615,426		$ 9,498,117			8.73%	829,601		$ 10,327,718	
Education Protection Account						139,000						146,200	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			3.58%	4,277		123,842			5.18%	6,415		130,256	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			6.78%	619,703		**$ 9,760,959**			8.56%	836,016		**$ 10,604,174**	

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calcu v.26.2a						CY3	v.26.2a						CY4
LOCAL CONTROL FUNDING FORMULA						**2028-29**							**2029-30**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		3.34%	0.00%	45.27%	35.64%			3.14%	0.00%	45.27%	35.64%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	10.00	$ 11,186	$ 1,163	$ 1,118	$ -	$ 134,671	10.00	$ 11,537	$ 1,200	$ 1,153	$ -	$ 138,902	
Grades 4-6	1.00	11,355		1,028	-	12,383	11.00	11,712		1,060	-	140,496	
Grades 7-8	44.00	11,691		1,059	-	560,978	44.00	12,058		1,092	-	578,588	
Grades 9-12	705.00	13,549	352	1,259	-	10,687,516	705.00	13,974	363	1,298	-	11,022,726	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 10,189,664	$ 259,790	$ 946,094	$ -	$ 11,395,548		$ 10,626,424	$ 267,915	$ 986,373	$ -	$ 11,880,712	
NSS Allowance		-				-		-				-	
TOTAL BASE	760.00	$ 10,189,664	$ 259,790	$ 946,094	$ -	$ 11,395,548	770.00	$ 10,626,424	$ 267,915	$ 986,373	$ -	$ 11,880,712	
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)	TK ADA	1.00	TK Add-on rate	$ 6,048.00		6,048	TK ADA	1.00	TK Add-on rate	$ 6,238.00		6,238	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 11,401,596						$ 11,886,950	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 11,401,596**						**$ 11,886,950**	
Local Revenue (including RDA)						(135,424)						(137,206)	
Gross State Aid						**$ 11,266,172**						**$ 11,749,744**	
Education Protection Account Entitlement						(152,000)						(154,000)	
Net State Aid						**$ 11,114,172**						**$ 11,595,744**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2028-29 ADA		N/A			12-13 Rate	2029-30 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	760.00		$ -			$ -	770.00		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(135,424)						(137,206)	
Less Education Protection Account Entitlement						(152,000)						(154,000)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ -**						**$ -**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						11,395,548						11,880,712	
Minimum State Aid plus Property Taxes including RDA						135,424						137,206	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 11,114,172**						**$ 11,595,744**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 11,114,172**						**$ 11,595,744**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppler						**$ 11,401,596**						**$ 11,886,950**	
Change Over Prior Year			7.52%	797,422					4.26%	485,354			
LCFF Entitlement Per ADA (excluding Categorical MSA)						15,002						15,438	
Per-ADA Change Over Prior Year			3.42%	496					2.91%	436			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2028-29				Increase		2029-30	
State Aid			7.61%	786,454		$ 11,114,172			4.33%	481,572		$ 11,595,744	
Education Protection Account						152,000						154,000	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			3.97%	5,167		135,424			1.32%	1,782		137,206	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			7.47%	791,621		**$ 11,401,596**			4.95%	483,354		**$ 11,886,950**	

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Ealculator

EDUCATION PROTECTION ACCOUNT

		Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1	Total ADA for EPA Minimum	445.02	546.54	539.54	752.75	752.75	671.00	695.00	731.00	760.00	770.00
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	*$ 89,004*	$ 109,308	$ 107,908	$ 150,550	$ 150,550	$ 134,200	$ 139,000	$ 146,200	$ 152,000	$ 154,000
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B4, B8	Current Year Funded ADA, excluding NSS	445.02		539.54	-	752.75	671.00	695.00	731.00	760.00	770.00
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	445.02		539.54	-	752.75	671.00	695.00	731.00	760.00	770.00
B9+B13	*Adjusted Total Revenue Limit*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B10,B14	*Current Year Adjusted NSS Allowance*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	$ 133,858	$ 137,056	$ 131,567	$ 136,368	$ 136,368	$ 119,565	$ 123,842	$ 130,256	$ 135,424	$ 137,206
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 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)***		21.98880689%		49.68656772%		49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
C-3	EPA Proportionate Share (C-1 * C-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT											
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 89,004*	$ 109,308	$ 107,908	$ 150,550	$ 150,550	$ 134,200	$ 139,000	$ 146,200	$ 152,000	$ 154,000
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*89,004*	109,308	107,908	150,550	150,550	134,200	139,000	146,200	152,000	154,000
D-4	Prior Year Annual Adjustment	-	*$ -*	-	*$ (1,400)*	*(1,400)*	-				
D-5	P2 Entitlement Net of PY Adjustment	*89,004*	*$ 109,308*	*107,908*	$ 149,150	*149,150*	134,200	139,000	146,200	152,000	154,000
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*$ 107,908*		*$ 150,550*		*134,200*	*139,000*	*146,200*	*152,000*	*154,000*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals oents. Enter accrual information on Data Entry tab.*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of iso 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 SD 2025-26 2nd Interim Budget
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
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%
Student Assumptions:								
Enrollment Count	342	361	428	358	391	391	391	391
Unduplicated Pupil Count (UPC)	140	134	178	169	177	177	177	177
Unduplicated Pupil Percentage (UPP)	39.17%	37.91%	39.96%	41.94%	44.52%	45.88%	45.27%	45.27%
Current Year LCFF Average Daily Attendance (ADA)	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
Funded LCFF ADA	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$4,766,969	$6,291,109	$8,860,868	$8,219,685	$8,737,443	$9,468,610	$10,189,664	$10,626,424
Grade Span Adjustment	114,534	147,089	204,127	204,597	220,245	238,945	259,790	267,915
Adjusted Base Grant	$4,881,503	$6,438,198	$9,064,995	$8,424,282	$8,957,688	$9,707,555	$10,449,454	$10,894,339
Supplemental Grant	382,418	488,145	724,475	706,629	797,592	890,766	946,094	986,373
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$5,263,921	$6,926,343	$9,789,470	$9,130,911	$9,755,280	$10,598,321	$11,395,548	$11,880,712
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	1,231	5,545	5,679	5,853	6,048	6,238
Total Allowance and Add-On Amounts	$-	$-	$1,231	$5,545	$5,679	$5,853	$6,048	$6,238
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$5,263,921**	**$6,926,343**	**$9,790,701**	**$9,136,456**	**$9,760,959**	**$10,604,174**	**$11,401,596**	**$11,886,950**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 5,263,921**	**$ 6,926,343**	**$ 9,790,701**	**$ 9,136,456**	**$ 9,760,959**	**$ 10,604,174**	**$ 11,401,596**	**$ 11,886,950**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,829	$ 12,837	$ 13,007	$ 13,616	$ 14,045	$ 14,506	$ 15,002	$ 15,438
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,263,921	6,926,343	9,790,701	9,136,456	9,760,959	10,604,174	11,401,596	11,886,950
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 133,858*	*$ 131,567*	*$ 136,368*	*$ 119,565*	*$ 123,842*	*$ 130,256*	*$ 135,424*	*$ 137,206*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 89,004	$ 107,908	$ 150,550	$ 134,200	$ 139,000	$ 146,200	$ 152,000	$ 154,000
Net State Aid *(excludes Additional State Aid)*	$ 5,041,059	$ 6,686,868	$ 9,503,783	$ 8,882,691	$ 9,498,117	$ 10,327,718	$ 11,114,172	$ 11,595,744
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 5,263,921**	**$ 6,926,343**	**$ 9,790,701**	**$ 9,136,456**	**$ 9,760,959**	**$ 10,604,174**	**$ 11,401,596**	**$ 11,886,950**

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 5,041,059	$ 6,686,868	$ 9,503,783	$ 8,882,691	$ 9,498,117	$ 10,327,718	$ 11,114,172	$ 11,595,744
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 89,004	$ 107,908	$ 150,550	$ 134,200	$ 139,000	$ 146,200	$ 152,000	$ 154,000
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ (1,400)	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	133,858	131,567	136,368	119,565	123,842	130,256	135,424	137,206
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 5,263,921	$ 6,926,343	$ 9,790,701	$ 9,136,456	$ 9,760,959	$ 10,604,174	$ 11,401,596	$ 11,886,950
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 5,263,921	$ 6,926,343	$ 9,790,701	$ 9,136,456	$ 9,760,959	$ 10,604,174	$ 11,401,596	$ 11,886,950
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 4,881,503	$ 6,438,198	$ 9,066,226	$ 8,429,827	$ 8,963,367	$ 9,713,408	$ 10,455,502	$ 10,900,577
Supplemental and Concentration Grant funding in the LCAP year	$ 382,418	$ 488,145	$ 724,475	$ 706,629	$ 797,592	$ 890,766	$ 946,094	$ 986,373
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	7.83%	7.58%	7.99%	8.38%	8.90%	9.17%	9.05%	9.05%

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,911.72	$ 11,781.30	$ 11,952.55	$ 12,272.77	$ 12,627.42	$ 13,046.53	$ 13,467.08	$ 13,890.21
Grades 4-6	$ 10,032.88	$ 10,832.43	$ 10,990.35	$ 11,284.27	$ 11,611.34	$ 11,996.26	$ 12,383.08	$ 12,772.40
Grades 7-8	$ 10,330.50	$ 11,153.03	$ 11,315.40	$ 11,618.11	$ 11,954.39	$ 12,351.08	$ 12,749.50	$ 13,149.73
Grades 9-12	$ 12,283.37	$ 13,261.63	$ 13,455.80	$ 13,815.13	$ 14,215.24	$ 14,686.36	$ 15,159.60	$ 15,635.07
Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119	$ 10,951	$ 11,068	$ 11,323	$ 11,595	$ 11,950	$ 12,349	$ 12,737
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,391	$ 12,327	$ 12,460	$ 12,746	$ 13,053	$ 13,452	$ 13,901	$ 14,337
Prorated Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Prorated Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,024	$ 2,190	$ 2,214	$ 2,265	$ 2,319	$ 2,390	$ 2,470	$ 2,547
Grades 4-6	$ 1,861	$ 2,014	$ 2,035	$ 2,082	$ 2,132	$ 2,198	$ 2,271	$ 2,342
Grades 7-8	$ 1,916	$ 2,073	$ 2,096	$ 2,144	$ 2,195	$ 2,263	$ 2,338	$ 2,412
Grades 9-12	$ 2,278	$ 2,465	$ 2,492	$ 2,549	$ 2,611	$ 2,690	$ 2,780	$ 2,867
Actual - 1.00 ADA, Local UPP as follows:	*39.17%*	*37.91%*	*39.96%*	*41.94%*	*44.52%*	*45.88%*	*45.27%*	*45.27%*
Grades TK-3	$ 793	$ 830	$ 885	$ 950	$ 1,032	$ 1,097	$ 1,118	$ 1,153
Grades 4-6	$ 729	$ 763	$ 813	$ 873	$ 949	$ 1,008	$ 1,028	$ 1,060
Grades 7-8	$ 750	$ 786	$ 837	$ 899	$ 977	$ 1,038	$ 1,059	$ 1,092
Grades 9-12	$ 892	$ 935	$ 996	$ 1,069	$ 1,162	$ 1,234	$ 1,259	$ 1,298
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 6,577	$ 7,118	$ 7,194	$ 7,360	$ 7,537	$ 7,768	$ 8,027	$ 8,279
Grades 4-6	$ 6,048	$ 6,545	$ 6,615	$ 6,767	$ 6,930	$ 7,142	$ 7,381	$ 7,613
Grades 7-8	$ 6,227	$ 6,739	$ 6,811	$ 6,967	$ 7,135	$ 7,353	$ 7,599	$ 7,838
Grades 9-12	$ 7,404	$ 8,013	$ 8,099	$ 8,285	$ 8,484	$ 8,744	$ 9,036	$ 9,319
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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 2022-23

ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	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	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	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.

Funded COLA 2022-23	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			0.0	0.0	0.0	0.0	0.0	
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			0.0	0.0	0.0	0.0	0.0	
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		0.0	0.0	0.0	0.0	0.0	
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 (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

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	-	-	-	-	-
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	-	-	-	-	-
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:	LCFF	LCFF	LCFF	LCFF	LCFF	
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	-	-	-	-	-	-

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

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 deficited rate**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	268,348	151,414

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

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	830	-
Grades 4-6	10,069	-	763	-
Grades 7-8	10,367	-	786	-
Grades 9-12	12,015	312	935	-

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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 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 (before charter shift)									
2023-24 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	-	-	-	-	-
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	-	-	-	-	-
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	-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances	2023-24 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 Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

256	202	**NSS Allowance**										
257		**Third Prior Year**	2020-21									
258			**NSS ADA**									
259			Grades TK-3			-	-	-	-	-	-	
260			Grades 4-6			-	-	-	-	-	-	
261			Grades 7-8			-	-	-	-	-	-	
262			Grades 9-12			-	-	-	-	-	-	
263			**P2 NSS ADA**			-	-	-	-	-	-	
264		**Second Prior Year**	2021-22									
265			**NSS ADA**									
266			Grades TK-3			-	-	-	-	-	-	
267			Grades 4-6			-	-	-	-	-	-	
268			Grades 7-8			-	-	-	-	-	-	
269			Grades 9-12			-	-	-	-	-	-	
270			**P2 NSS ADA**			-	-	-	-	-	-	
271		**Prior Year**	2022-23									
272			**NSS ADA**									
273			Grades TK-3			-	-	-	-	-	-	
274			Grades 4-6			-	-	-	-	-	-	
275			Grades 7-8			-	-	-	-	-	-	
276			Grades 9-12			-	-	-	-	-	-	
277			**P2 NSS ADA**			-	-	-	-	-	-	
278			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
279		**Current Year**	2023-24									
280			**NSS ADA**									
281			Grades TK-3			-	-	-	-	-	-	
282			Grades 4-6			-	-	-	-	-	-	
283			Grades 7-8			-	-	-	-	-	-	
284			Grades 9-12			-	-	-	-	-	-	
285			**P2 NSS ADA**			-	-	-	-	-	-	
286			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
287		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
288			**NSS ADA**									
289			Grades TK-3			-	-	-	-	-	-	
290			Grades 4-6			-	-	-	-	-	-	
291			Grades 7-8			-	-	-	-	-	-	
292			Grades 9-12			-	-	-	-	-	-	
293			**P2 NSS ADA**			-	-	-	-	-	-	
294			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

295		**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total	
296							**Base**	**Grade Span**	**Base**	**Grade Span**		
297				Grades TK-3		-	9,919	1,032	-	-	-	
298				Grades 4-6		-	10,069	-	-	-	-	
299				Grades 7-8		-	10,367	-	-	-	-	
300				Grades 9-12		-	12,015	312	-	-	-	
301		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**	
302		**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances				-	-	-	-	-	-	
305		NSS Add-on										
306		NSS Add-on per ADA				-	-	-	-	-		
307		Funded ADA				-	-	-	-	-		
308		NSS Add-on				-	-	-	-	-	-	
309		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									-	
310												
311												
312												

313	**RATES**	**2024-25**		**12/13 deficited rate**	
314	**ADA**	**Level / # FTE**	**Allowance**	**(adj. for COLA)**	*The elementary NSS allowance is based on a combination of ADA and the number of full-*
315		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

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.

Funded COLA 2024-25	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	885	-
Grades 4-6	10,177	-	813	-
Grades 7-8	10,478	-	837	-
Grades 9-12	12,144	316	996	-

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	-	-	-	-	-	-	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

342		Grades 4-6	-	-	-	-	-	-		
343		Grades 7-8	-	-	-	-	-	-		
344		Grades 9-12	-	-	-	-	-	-		
345		Third PRIOR YEAR ADA	-	-	-	-	-	-		
346	Third PY NUMBER OF FTE			-	-	-	-	-		
347	Second PY ADA (net of charter shift)									
348	2022-23	Grades TK-3	-	-	-	-	-	-		
349		Grades 4-6	-	-	-	-	-	-		
350		Grades 7-8	-	-	-	-	-	-		
351		Grades 9-12	-	-	-	-	-	-		
352		Second PRIOR YEAR ADA	-	-	-	-	-	-		
353	Second PY NUMBER OF FTE			-	-	-	-	-		
354	PRIOR YEAR ADA (net of charter shift)									
355	2023-24	Grades TK-3	-	-	-	-	-	-		
356		Grades 4-6	-	-	-	-	-	-		
357		Grades 7-8	-	-	-	-	-	-		
358		Grades 9-12	-	-	-	-	-	-		
359		PRIOR YEAR ADA	-	-	-	-	-	-		
360	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
361	THREE PRIOR YEAR AVERAGE (net of charter shift)									
362		Grades TK-3	-	-	-	-	-	-		
363		Grades 4-6	-	-	-	-	-	-		
364		Grades 7-8	-	-	-	-	-	-		
365		Grades 9-12	-	-	-	-	-	-		
366		3 PY AVERAGE ADA	-	-	-	-	-	-		
367	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
368	CURRENT YEAR ADA (before charter shift)									
369	2024-25	Grades TK-3	-	-	-	-	-	-	-	
370		Grades 4-6	-	-	-	-	-	-	-	
371		Grades 7-8	-	-	-	-	-	-	-	
372		Grades 9-12	-	-	-	-	-	-	-	
373		CURRENT YEAR ADA	-	-	-	-	-	-	-	
374	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

375	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
376	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
377	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
378	NSS Allowance if funded as NSS & on prior year						
379		NSS allowance level	-	-	-	-	-
380		NSS Allowance using PY	-	-	-	-	-
381		NSS Add-on using PY	-	-	-	-	-
382		Total NSS Allowance using PY	-	-	-	-	-
383	NSS Allowance if funded as NSS & on 3 PY average						
384		NSS allowance level	-	-	-	-	-
385		NSS Allowance using 3 PY average	-	-	-	-	-
386		NSS Add-on using 3 PY average	-	-	-	-	-
387		Total NSS Allowance using 3 PY average	-	-	-	-	-
388	NSS Allowance if funded as NSS & on current year						
389		NSS allowance level	-	-	-	-	-
390		NSS Allowance using CY	-	-	-	-	-
391		NSS Add-on using CY	-	-	-	-	-
392		Total NSS Allowance using CY	-	-	-	-	-
393		NSS allowance level >0?	NO	NO	NO	NO	NO
394	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
395		NSS Funding	-	-	-	-	-
396		NSS ADA Grades TK-3	-	-	-	-	-
397		Grades 4-6	-	-	-	-	-
398		Grades 7-8	-	-	-	-	-
399		Grades 9-12	-	-	-	-	-
400		Total	-	-	-	-	-
401		NSS allowance Level	-	-	-	-	-

405			2024-25				
406	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
408	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

409	202	**NSS Allowance**										
410		**Third Prior Year**	2021-22									
411			**NSS ADA**									
412			Grades TK-3			-	-	-	-	-	-	
413			Grades 4-6			-	-	-	-	-	-	
414			Grades 7-8			-	-	-	-	-	-	
415			Grades 9-12			-	-	-	-	-	-	
416			**P2 NSS ADA**			-	-	-	-	-	-	
417		**Second Prior Year**	2022-23									
418			**NSS ADA**									
419			Grades TK-3			-	-	-	-	-	-	
420			Grades 4-6			-	-	-	-	-	-	
421			Grades 7-8			-	-	-	-	-	-	
422			Grades 9-12			-	-	-	-	-	-	
423			**P2 NSS ADA**			-	-	-	-	-	-	
424		**Prior Year**	2023-24									
425			**NSS ADA**									
426			Grades TK-3			-	-	-	-	-	-	
427			Grades 4-6			-	-	-	-	-	-	
428			Grades 7-8			-	-	-	-	-	-	
429			Grades 9-12			-	-	-	-	-	-	
430			**P2 NSS ADA**			-	-	-	-	-	-	
431			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
432		**Current Year**	2024-25									
433			**NSS ADA**									
434			Grades TK-3			-	-	-	-	-	-	
435			Grades 4-6			-	-	-	-	-	-	
436			Grades 7-8			-	-	-	-	-	-	
437			Grades 9-12			-	-	-	-	-	-	
438			**P2 NSS ADA**			-	-	-	-	-	-	
439			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
440		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
441			**NSS ADA**									
442			Grades TK-3			-	-	-	-	-	-	
443			Grades 4-6			-	-	-	-	-	-	
444			Grades 7-8			-	-	-	-	-	-	
445			Grades 9-12			-	-	-	-	-	-	
446			**P2 NSS ADA**			-	-	-	-	-	-	
447			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

448		**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total	
449							**Base**	**Grade Span**	**Base**	**Grade Span**		
450				Grades TK-3		-	10,025	1,043	-	-	-	
451				Grades 4-6		-	10,177	-	-	-	-	
452				Grades 7-8		-	10,478	-	-	-	-	
453				Grades 9-12		-	12,144	316	-	-	-	
454		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**	

455		**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
456		Funding at 12-13 levels (deficited)										
457		NSS Allowances				-	-	-	-	-	-	
458		NSS Add-on										
459		NSS Add-on per ADA				-	-	-	-	-		
460		Funded ADA				-	-	-	-	-		
461		NSS Add-on				-	-	-	-	-	-	
462		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**	
463												
464												
465												

466	**RATES**	**2025-26**		**12/13 def. rate + COLA for EPA**		
467	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*	
468		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

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.

Funded COLA 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	950	-
Grades 4-6	10,411	-	873	-
Grades 7-8	10,719	-	899	-
Grades 9-12	12,423	323	1,069	-

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	-	-	-	-	-	-	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

495		Grades 4-6	-	-	-	-	-	-		
496		Grades 7-8	-	-	-	-	-	-		
497		Grades 9-12	-	-	-	-	-	-		
498		Third PRIOR YEAR ADA	-	-	-	-	-	-		
499	Third PY NUMBER OF FTE			-	-	-	-	-		
500	Second PY ADA (net of charter shift)									
501	2023-24	Grades TK-3	-	-	-	-	-	-		
502		Grades 4-6	-	-	-	-	-	-		
503		Grades 7-8	-	-	-	-	-	-		
504		Grades 9-12	-	-	-	-	-	-		
505		Second PRIOR YEAR ADA	-	-	-	-	-	-		
506	Second PY NUMBER OF FTE			-	-	-	-	-		
507	PRIOR YEAR ADA (net of charter shift)									
508	2024-25	Grades TK-3	-	-	-	-	-	-		
509		Grades 4-6	-	-	-	-	-	-		
510		Grades 7-8	-	-	-	-	-	-		
511		Grades 9-12	-	-	-	-	-	-		
512		PRIOR YEAR ADA	-	-	-	-	-	-		
513	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
514	THREE PRIOR YEAR AVERAGE (net of charter shift)									
515		Grades TK-3	-	-	-	-	-	-		
516		Grades 4-6	-	-	-	-	-	-		
517		Grades 7-8	-	-	-	-	-	-		
518		Grades 9-12	-	-	-	-	-	-		
519		3 PY AVERAGE ADA	-	-	-	-	-	-		
520	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
521	CURRENT YEAR ADA (before charter shift)									
522	2025-26	Grades TK-3	-	-	-	-	-	-	-	
523		Grades 4-6	-	-	-	-	-	-	-	
524		Grades 7-8	-	-	-	-	-	-	-	
525		Grades 9-12	-	-	-	-	-	-	-	
526		CURRENT YEAR ADA	-	-	-	-	-	-	-	
527	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

528	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
529	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
530	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
531	NSS Allowance if funded as NSS & on prior year						
532		NSS allowance level	-	-	-	-	-
533		NSS Allowance using PY	-	-	-	-	-
534		NSS Add-on using PY	-	-	-	-	-
535		Total NSS Allowance using PY	-	-	-	-	-
536	NSS Allowance if funded as NSS & on 3 PY average						
537		NSS allowance level	-	-	-	-	-
538		NSS Allowance using 3 PY average	-	-	-	-	-
539		NSS Add-on using 3 PY average	-	-	-	-	-
540		Total NSS Allowance using 3 PY average	-	-	-	-	-
541	NSS Allowance if funded as NSS & on current year						
542		NSS allowance level	-	-	-	-	-
543		NSS Allowance using CY	-	-	-	-	-
544		NSS Add-on using CY	-	-	-	-	-
545		Total NSS Allowance using CY	-	-	-	-	-
546		NSS allowance level >0?	NO	NO	NO	NO	NO
547	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
548		NSS Funding	-	-	-	-	-
549		NSS ADA Grades TK-3	-	-	-	-	-
550		Grades 4-6	-	-	-	-	-
551		Grades 7-8	-	-	-	-	-
552		Grades 9-12	-	-	-	-	-
553		Total	-	-	-	-	-
554		NSS allowance Level	-	-	-	-	-
555							
556							
557							

558			2025-26					
559	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
560	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
561	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

562	202	**NSS Allowance**										
563		**Third Prior Year**	2022-23									
564			**NSS ADA**									
565			Grades TK-3			-	-	-	-	-	-	
566			Grades 4-6			-	-	-	-	-	-	
567			Grades 7-8			-	-	-	-	-	-	
568			Grades 9-12			-	-	-	-	-	-	
569			**P2 NSS ADA**			-	-	-	-	-	-	
570		**Second Prior Year**	2023-24									
571			**NSS ADA**									
572			Grades TK-3			-	-	-	-	-	-	
573			Grades 4-6			-	-	-	-	-	-	
574			Grades 7-8			-	-	-	-	-	-	
575			Grades 9-12			-	-	-	-	-	-	
576			**P2 NSS ADA**			-	-	-	-	-	-	
577		**Prior Year**	2024-25									
578			**NSS ADA**									
579			Grades TK-3			-	-	-	-	-	-	
580			Grades 4-6			-	-	-	-	-	-	
581			Grades 7-8			-	-	-	-	-	-	
582			Grades 9-12			-	-	-	-	-	-	
583			**P2 NSS ADA**			-	-	-	-	-	-	
584			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
585		**Current Year**	2025-26									
586			**NSS ADA**									
587			Grades TK-3			-	-	-	-	-	-	
588			Grades 4-6			-	-	-	-	-	-	
589			Grades 7-8			-	-	-	-	-	-	
590			Grades 9-12			-	-	-	-	-	-	
591			**P2 NSS ADA**			-	-	-	-	-	-	
592			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
593		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
594			**NSS ADA**									
595			Grades TK-3			-	-	-	-	-	-	
596			Grades 4-6			-	-	-	-	-	-	
597			Grades 7-8			-	-	-	-	-	-	
598			Grades 9-12			-	-	-	-	-	-	
599			**P2 NSS ADA**			-	-	-	-	-	-	
600			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

601	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
602			**Base**	**Grade Span**	**Base**	**Grade Span**	
603	Grades TK-3	-	10,256	1,067	-	-	-
604	Grades 4-6	-	10,411	-	-	-	-
605	Grades 7-8	-	10,719	-	-	-	-
606	Grades 9-12	-	12,423	323	-	-	-
607	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

608	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
609	Funding at 12-13 levels (deficited)						
610	NSS Allowances	-	-	-	-	-	-
611	NSS Add-on						
612	NSS Add-on per ADA	-	-	-	-	-	
613	Funded ADA	-	-	-	-	-	
614	NSS Add-on	-	-	-	-	-	-
615	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

619	**RATES**	**2026-27**		**12/13 def. rate + COLA for EPA**	
620	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
621		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

1 - 24	1	284,144	160,327	
25 - 48	2	562,305	320,655	
49 - 72	3	840,710	480,981	
73 - 96	4	1,118,869	641,308	
High School				
1 - 19	1	239,453	130,135	
1 - 19	2	341,400	260,272	
1 - 19	3	758,360	578,056	
20 - 38	4	929,059	708,191	
39 - 57	5	1,099,761	838,329	
58 - 71	6	1,270,460	968,464	
72 - 86	7	1,441,161	1,098,600	
87 - 100	8	1,611,860	1,228,737	
101 - 114	9	1,782,561	1,358,872	
115 - 129	10	1,953,260	1,489,008	
130 - 143	11	2,123,961	1,619,144	
144 - 171	12	2,294,662	1,749,281	
172 - 210	13	2,747,532	1,879,416	
211 - 248	14	3,243,593	2,009,553	
249 - 286	15	3,739,662	2,139,688	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2026-27	2.41%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,503	1,092	1,032	-
Grades 4-6	10,662	-	949	-
Grades 7-8	10,977	-	977	-
Grades 9-12	12,722	331	1,162	-

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	-	-	-	-	-	-	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

648			Grades 4-6	-	-	-	-	-	-		
649			Grades 7-8	-	-	-	-	-	-		
650			Grades 9-12	-	-	-	-	-	-		
651			Third PRIOR YEAR ADA	-	-	-	-	-	-		
652	Third PY NUMBER OF FTE				-	-	-	-	-		
653	Second PY ADA (net of charter shift)										
654	2024-25		Grades TK-3	-	-	-	-	-	-		
655			Grades 4-6	-	-	-	-	-	-		
656			Grades 7-8	-	-	-	-	-	-		
657			Grades 9-12	-	-	-	-	-	-		
658			Second PRIOR YEAR ADA	-	-	-	-	-	-		
659	Second PY NUMBER OF FTE				-	-	-	-	-		
660	PRIOR YEAR ADA (net of charter shift)										
661	2025-26		Grades TK-3	-	-	-	-	-	-		
662			Grades 4-6	-	-	-	-	-	-		
663			Grades 7-8	-	-	-	-	-	-		
664			Grades 9-12	-	-	-	-	-	-		
665			PRIOR YEAR ADA	-	-	-	-	-	-		
666	PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
667	THREE PRIOR YEAR AVERAGE (net of charter shift)										
668			Grades TK-3	-	-	-	-	-	-		
669			Grades 4-6	-	-	-	-	-	-		
670			Grades 7-8	-	-	-	-	-	-		
671			Grades 9-12	-	-	-	-	-	-		
672			3 PY AVERAGE ADA	-	-	-	-	-	-		
673	3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
674	CURRENT YEAR ADA (before charter shift)										
675	2026-27		Grades TK-3	-	-	-	-	-	-	-	
676			Grades 4-6	-	-	-	-	-	-	-	
677			Grades 7-8	-	-	-	-	-	-	-	
678			Grades 9-12	-	-	-	-	-	-	-	
679			CURRENT YEAR ADA	-	-	-	-	-	-	-	
680	CURRENT YEAR NUMBER OF FTE				-	-	-	-	-		

681	**NSS FUNDING CALCULATIONS**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
682	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible	
683	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
684	NSS Allowance if funded as NSS & on prior year								
685			NSS allowance level	-	-	-	-	-	
686			NSS Allowance using PY	-	-	-	-	-	
687			NSS Add-on using PY	-	-	-	-	-	
688			Total NSS Allowance using PY	-	-	-	-	-	
689	NSS Allowance if funded as NSS & on 3 PY average								
690			NSS allowance level	-	-	-	-	-	
691			NSS Allowance using 3 PY average	-	-	-	-	-	
692			NSS Add-on using 3 PY average	-	-	-	-	-	
693			Total NSS Allowance using 3 PY average	-	-	-	-	-	
694	NSS Allowance if funded as NSS & on current year								
695			NSS allowance level	-	-	-	-	-	
696			NSS Allowance using CY	-	-	-	-	-	
697			NSS Add-on using CY	-	-	-	-	-	
698			Total NSS Allowance using CY	-	-	-	-	-	
699			NSS allowance level >0?	NO	NO	NO	NO	NO	
700	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
701			NSS Funding	-	-	-	-	-	
702		NSS ADA	Grades TK-3	-	-	-	-	-	
703			Grades 4-6	-	-	-	-	-	
704			Grades 7-8	-	-	-	-	-	
705			Grades 9-12	-	-	-	-	-	
706			Total	-	-	-	-	-	
707			NSS allowance Level	-	-	-	-	-	
708									
709									
710									

711			2026-27					
712	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
713	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF		
714	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF		

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

715	202	**NSS Allowance**										
716		**Third Prior Year**	2023-24									
717			**NSS ADA**									
718			Grades TK-3			-	-	-	-	-	-	
719			Grades 4-6			-	-	-	-	-	-	
720			Grades 7-8			-	-	-	-	-	-	
721			Grades 9-12			-	-	-	-	-	-	
722			**P2 NSS ADA**			-	-	-	-	-	-	
723		**Second Prior Year**	2024-25									
724			**NSS ADA**									
725			Grades TK-3			-	-	-	-	-	-	
726			Grades 4-6			-	-	-	-	-	-	
727			Grades 7-8			-	-	-	-	-	-	
728			Grades 9-12			-	-	-	-	-	-	
729			**P2 NSS ADA**			-	-	-	-	-	-	
730		**Prior Year**	2025-26									
731			**NSS ADA**									
732			Grades TK-3			-	-	-	-	-	-	
733			Grades 4-6			-	-	-	-	-	-	
734			Grades 7-8			-	-	-	-	-	-	
735			Grades 9-12			-	-	-	-	-	-	
736			**P2 NSS ADA**			-	-	-	-	-	-	
737			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
738		**Current Year**	2026-27									
739			**NSS ADA**									
740			Grades TK-3			-	-	-	-	-	-	
741			Grades 4-6			-	-	-	-	-	-	
742			Grades 7-8			-	-	-	-	-	-	
743			Grades 9-12			-	-	-	-	-	-	
744			**P2 NSS ADA**			-	-	-	-	-	-	
745			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
746		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
747			**NSS ADA**									
748			Grades TK-3			-	-	-	-	-	-	
749			Grades 4-6			-	-	-	-	-	-	
750			Grades 7-8			-	-	-	-	-	-	
751			Grades 9-12			-	-	-	-	-	-	
752			**P2 NSS ADA**			-	-	-	-	-	-	
753			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

754	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
755			**Base**	**Grade Span**	**Base**	**Grade Span**	
756	Grades TK-3	-	10,503	1,092	-	-	-
757	Grades 4-6	-	10,662	-	-	-	-
758	Grades 7-8	-	10,977	-	-	-	-
759	Grades 9-12	-	12,722	331	-	-	-
760	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

761	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
762	Funding at 12-13 levels (deficited)						
763	NSS Allowances	-	-	-	-	-	-
764	NSS Add-on						
765	NSS Add-on per ADA	-	-	-	-	-	
766	Funded ADA	-	-	-	-	-	
767	NSS Add-on	-	-	-	-	-	-
768	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

772	**RATES**	**2027-28**		**12/13 def. rate + COLA for EPA**	
773	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
774		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

1 - 24	1	292,839	165,233	*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.*
25 - 48	2	579,512	330,467	
49 - 72	3	866,436	495,699	
73 - 96	4	1,153,106	660,932	
High School				
1 - 19	1	246,780	134,117	
1 - 19	2	351,847	268,236	
1 - 19	3	781,566	595,745	
20 - 38	4	957,488	729,862	
39 - 57	5	1,133,414	863,982	
58 - 71	6	1,309,336	998,099	
72 - 86	7	1,485,261	1,132,217	
87 - 100	8	1,661,183	1,266,336	
101 - 114	9	1,837,107	1,400,453	
115 - 129	10	2,013,030	1,534,572	
130 - 143	11	2,188,954	1,668,690	
144 - 171	12	2,364,879	1,802,809	
172 - 210	13	2,831,606	1,936,926	
211 - 248	14	3,342,847	2,071,045	
249 - 286	15	3,854,096	2,205,162	
NSS Add-on per ADA		-	-	

Funded COLA 2027-28	3.06%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,824	1,126	1,097	-
Grades 4-6	10,988	-	1,008	-
Grades 7-8	11,313	-	1,038	-
Grades 9-12	13,111	341	1,234	-

ADA & NSS FTE — **2027-28**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

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

801			Grades 4-6	-	-	-	-	-	-	
802			Grades 7-8	-	-	-	-	-	-	
803			Grades 9-12	-	-	-	-	-	-	
804			Third PRIOR YEAR ADA	-	-	-	-	-	-	
805	Third PY NUMBER OF FTE				-	-	-	-	-	
806	Second PY ADA (net of charter shift)									
807	2025-26		Grades TK-3	-	-	-	-	-	-	
808			Grades 4-6	-	-	-	-	-	-	
809			Grades 7-8	-	-	-	-	-	-	
810			Grades 9-12	-	-	-	-	-	-	
811			Second PRIOR YEAR ADA	-	-	-	-	-	-	
812	Second PY NUMBER OF FTE				-	-	-	-	-	
813	PRIOR YEAR ADA (net of charter shift)									
814	2026-27		Grades TK-3	-	-	-	-	-	-	
815			Grades 4-6	-	-	-	-	-	-	
816			Grades 7-8	-	-	-	-	-	-	
817			Grades 9-12	-	-	-	-	-	-	
818			PRIOR YEAR ADA	-	-	-	-	-	-	
819	PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
820	THREE PRIOR YEAR AVERAGE (net of charter shift)									
821			Grades TK-3	-	-	-	-	-	-	
822			Grades 4-6	-	-	-	-	-	-	
823			Grades 7-8	-	-	-	-	-	-	
824			Grades 9-12	-	-	-	-	-	-	
825			3 PY AVERAGE ADA	-	-	-	-	-	-	
826	3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
827	CURRENT YEAR ADA (before charter shift)									
828	2027-28		Grades TK-3	-	-	-	-	-	-	-
829			Grades 4-6	-	-	-	-	-	-	-
830			Grades 7-8	-	-	-	-	-	-	-
831			Grades 9-12	-	-	-	-	-	-	-
832			CURRENT YEAR ADA	-	-	-	-	-	-	-
833	CURRENT YEAR NUMBER OF FTE				-	-	-	-	-	

				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
834	**NSS FUNDING CALCULATIONS**							
835	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
836	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
837	NSS Allowance if funded as NSS & on prior year							
838			NSS allowance level	-	-	-	-	-
839			NSS Allowance using PY	-	-	-	-	-
840			NSS Add-on using PY	-	-	-	-	-
841			Total NSS Allowance using PY	-	-	-	-	-
842	NSS Allowance if funded as NSS & on 3 PY average							
843			NSS allowance level	-	-	-	-	-
844			NSS Allowance using 3 PY average	-	-	-	-	-
845			NSS Add-on using 3 PY average	-	-	-	-	-
846			Total NSS Allowance using 3 PY average	-	-	-	-	-
847	NSS Allowance if funded as NSS & on current year							
848			NSS allowance level	-	-	-	-	-
849			NSS Allowance using CY	-	-	-	-	-
850			NSS Add-on using CY	-	-	-	-	-
851			Total NSS Allowance using CY	-	-	-	-	-
852			NSS allowance level >0?	NO	NO	NO	NO	NO
853	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
854			NSS Funding	-	-	-	-	-
855		NSS ADA	Grades TK-3	-	-	-	-	-
856			Grades 4-6	-	-	-	-	-
857			Grades 7-8	-	-	-	-	-
858			Grades 9-12	-	-	-	-	-
859			Total	-	-	-	-	-
860			NSS allowance Level	-	-	-	-	-
861								
862								
863								

		2027-28					
864							
865	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
866	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
867	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Graphs Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

Charts and Graphs

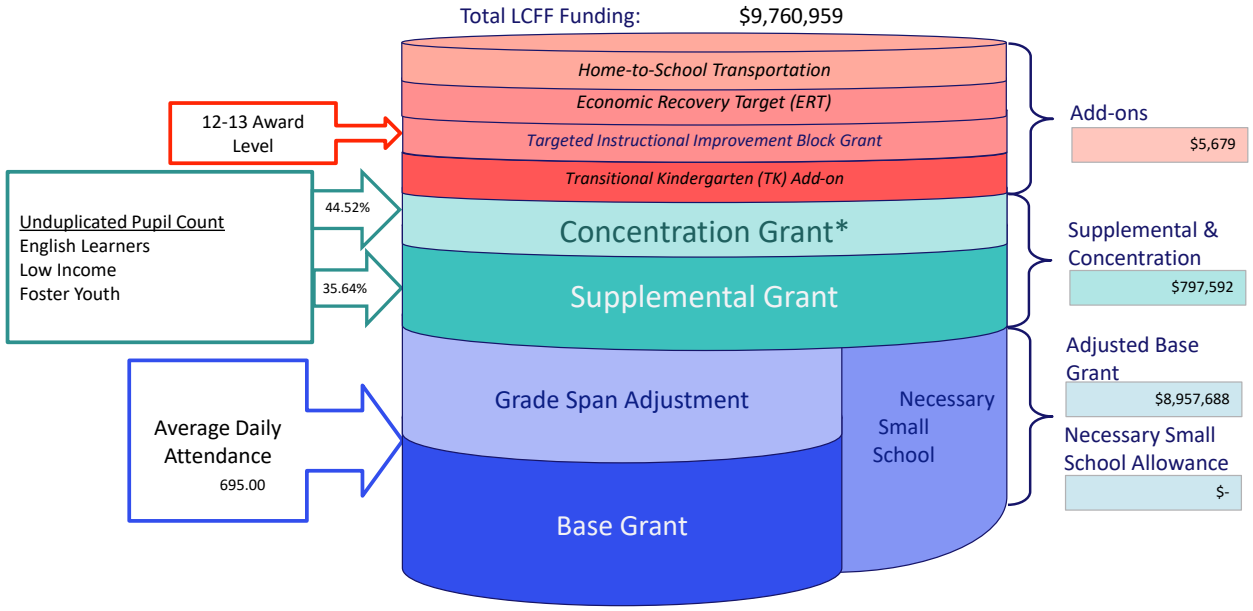
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for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

2026-27

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

	2026-27			
Base Grant	$ 8,737,443		695.00	ADA
Grade Span Adjustment	$ 220,245		$ 8,957,688	Adjusted Base Grant
Supplemental Grant	$ 797,592	44.52%		
Concentration Grant	$ -	35.64%	$ 797,592	Supplemental & Concentration
Allowance: Necessary Small School	$ -		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$ -			
Add-on: Home-to-School Transportation	$ -			
Add-on: Small School District Bus Replacement Program	$ -		$ 5,679	Add-ons
Add-on Economic Recovery Target	$ -			
Add-on: Transitional Kindergarten	$ 5,679			
Total	$ 9,760,959		$ 9,760,959	



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

Supplemental Grant Calculation-EC 42238.02 (e)

Graphs Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

Charts and Graphs

2026-27	Base Grant *a*	Grade Span Adjustment *b*	Supplemental Grant Factor *c*	Maximum Supplemental Grant Rate per ADA (100% UPP) *d = (a+b) x c*	Unduplicated Pupil Percentage *e*	Effective Supplemental Grant Rate *f = (a+b) x c x e*	ADA *g*	Supplemental Grant *h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	20.00%	$ 2,319.00	44.52%	**$ 1,032.42**	8.00	**8,259**
Grades 4-6	$ 10,662	$ -	20.00%	$ 2,132.40	44.52%	**$ 949.34**	9.00	**8,544**
Grades 7-8	$ 10,977	$ -	20.00%	$ 2,195.40	44.52%	**$ 977.39**	39.00	**38,118**
*Grades 9-12	$ 12,722	$ 331	20.00%	$ 2,610.60	44.52%	**$ 1,162.24**	639.00	**742,671**
**Base Grant + Grade Span*								**$ 797,592**

Concentration Grant Calculation-EC 42238.02 (f)

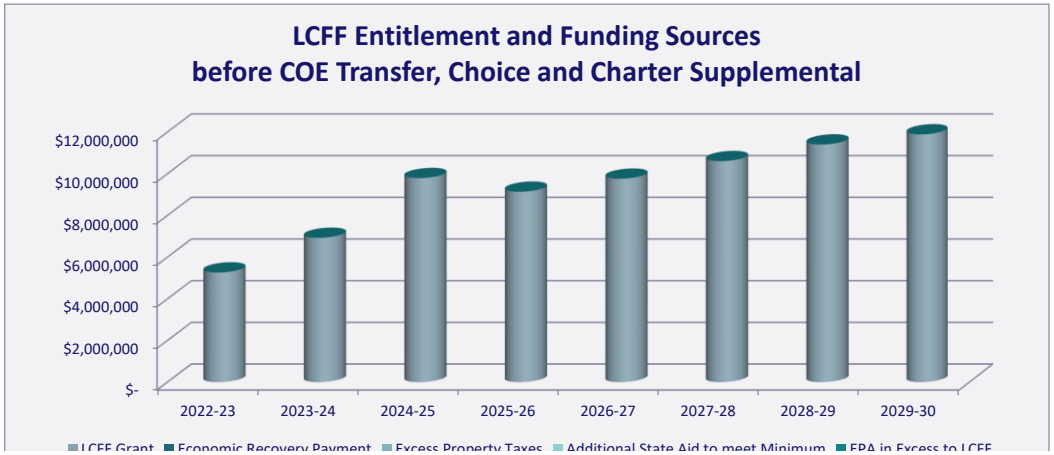
2026-27	Base Grant *a*	Grade Span Adjustment *b*	Concentration Grant Factor *c*	Maximum Concentration Grant Rate per ADA (100% UPP) *d = (a+b) x c x 45%*	Unduplicated Pupil Percentage greater than 55% *e = UPP - 55%*	Effective Concentration Grant Rate *f = (a+b) x c x e*	ADA *g*	Concentration Grant *h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	65.00%	$ 3,391.54	0.00%	$ -	8.00	-
Grades 4-6	$ 10,662	$ -	65.00%	$ 3,118.64	0.00%	$ -	9.00	-
Grades 7-8	$ 10,977	$ -	65.00%	$ 3,210.77	0.00%	$ -	39.00	-
*Grades 9-12	$ 12,722	$ 331	65.00%	$ 3,818.00	0.00%	$ -	639.00	-
**Base Grant + Grade Span*								$ -

Graphs Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

Charts and Graphs

Funding Sources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 5,263,921	$ 6,926,343	$ 9,790,701	$ 9,136,456	$ 9,760,959	$ 10,604,174	$ 11,401,596	$ 11,886,950
Total General Purpose Funding	$ 5,263,921	$ 6,926,343	$ 9,790,701	$ 9,136,456	$ 9,760,959	$ 10,604,174	$ 11,401,596	$ 11,886,950



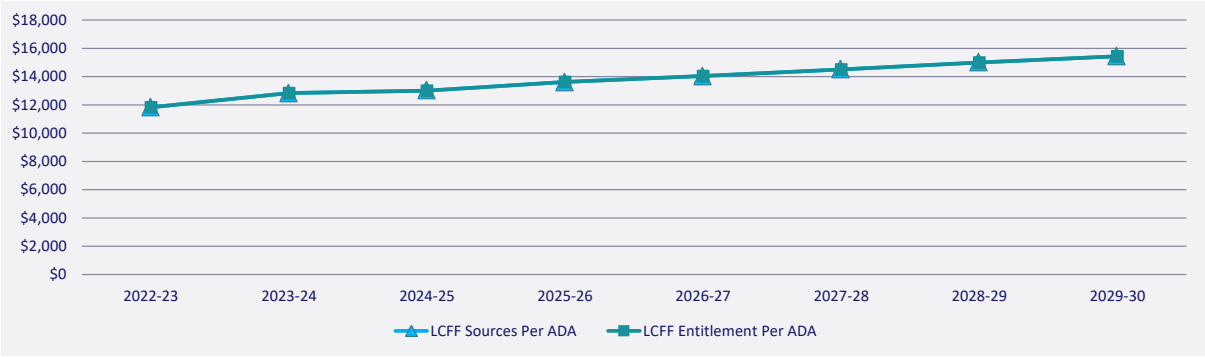
Graphs Tab

MethodSchools (129221) - Method Schools SD 2025-26 2nd Interim Budget LCFF Calculator

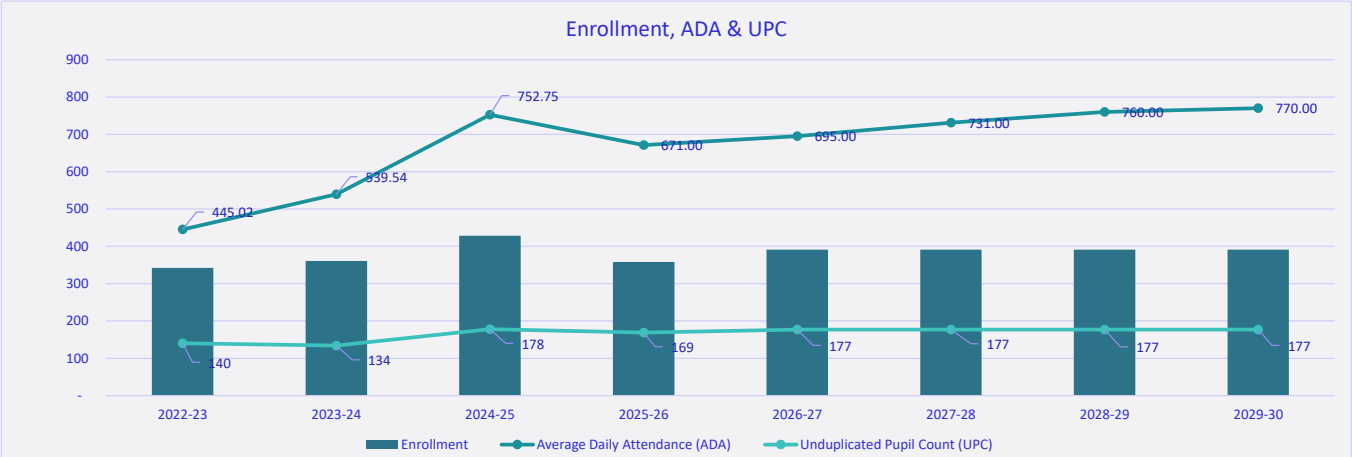
Charts and Graphs

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

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00
LCFF Sources per ADA, including NSS	$ 11,828.50	$ 12,837.50	$ 13,006.58	$ 13,616.18	$ 14,044.55	$ 14,506.39	$ 15,002.10	$ 15,437.60
Net Dollar Change per ADA		$ 1,008.99	$ 169.08	$ 609.60	$ 428.37	$ 461.85	$ 495.71	$ 435.50
Net Percent Change		8.53%	1.32%	4.69%	3.15%	3.29%	3.42%	2.90%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 11,828.50	$ 12,837.50	$ 13,006.58	$ 13,616.18	$ 14,044.55	$ 14,506.39	$ 15,002.10	$ 15,437.60
Net Change per ADA		$ 1,008.99	$ 169.08	$ 609.60	$ 428.37	$ 461.85	$ 495.71	$ 435.50
Net Percent Change		8.53%	1.32%	4.69%	3.15%	3.29%	3.42%	2.90%



Student Summary, excluding COE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	342	361	428	358	391	391	391	391
Unduplicated Pupil Count (UPC)	140	134	178	169	177	177	177	177
Average Daily Attendance (ADA)	445.02	539.54	752.75	671.00	695.00	731.00	760.00	770.00



Method Schools - Cash Flow Statement 1/31/26

Actuals required through the month of : October	Object	2025-26 First	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals
A. BEGINNING CASH			12,882,390	12,386,358	12,287,431	12,607,048	12,701,989	12,772,390	12,806,956
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	9,016,691	486,496	486,496	913,332	875,694	875,694	913,331	875,694
In Lieu Property Taxes	8099	119,565		0	0	0	0	0	0
Miscellaneous Funds	8080-8098								
Federal Revenue	8100-8299	68,960	0	0	0	0	0	0	0
Other State Revenue	8300-8599	1,163,344	6,591	6,591	65,348	245,061	123,414	246,771	117,342
Other Local Revenue	8600-8799	700,000	111,300	63,416	53,455	25,575	0	52,185	81,894
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		**11,068,560**	**604,387**	**556,503**	**1,032,135**	**1,146,330**	**999,108**	**1,212,287**	**1,074,930**
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	4,106,873	372,814	403,185	289,367	301,226	399,584	499,815	306,288
Classified Salaries	2000-2999	1,691,583	84,180	121,232	122,844	126,922	148,080	164,628	125,805
Employee Benefits	3000-3999	1,447,478	178,970	92,111	102,251	94,866	97,839	135,686	115,496
Books and Supplies	4000-4999	937,400	98,982	45,891	64,314	192,655	84,434	62,009	100,211
Services	5000-5999	1,358,205	119,104	70,717	92,785	179,540	138,646	57,909	43,375
Capital Outlay	6000-6599	106,155							
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
TOTAL DISBURSEMENTS		**9,647,694**	**854,050**	**733,137**	**671,561**	**895,209**	**868,583**	**920,048**	**691,174**
D. BALANCE SHEET ITEMS		**Beginning**							
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	1,301,733	969,285	58,758	0	30,240	(53,932)	0	74,985
Due From Other Funds	9310	0	(300,000)			(200,000)		(200,000)	
Stores	9320								
Prepaid Expenditures	9330	52,090	29,906			(56,010)			
Other Current Assets	9340	0				0			
Deferred Outflows of Resources	9490								
SUBTOTAL		**1,353,823**	**699,191**	**58,758**	**0**	**(225,770)**	**(53,932)**	**(200,000)**	**74,985**
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	1,031,412	187,606	(18,949)	40,956	(69,588)	6,191	57,673	(11,780)
Due To Other Funds	9610	2,288,169	0	0	0	0	0	0	0
Current Loans	9640	757,953	757,953	0	0	0	0	0	0
Unearned Revenues	9650	225,658	0	0	0	0	0	0	0
Deferred Inflows of Resources	9690								
SUBTOTAL		**4,303,192**	**945,559**	**(18,949)**	**40,956**	**(69,588)**	**6,191**	**57,673**	**(11,780)**
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		(2,949,369)	(246,368)	77,707	(40,956)	(156,181)	(60,123)	(257,673)	86,765
E. NET INCREASE/DECREASE (B - C + D)			(496,031)	(98,927)	319,617	94,940	70,401	34,566	470,521
F. ENDING CASH (A + E)			12,386,358	12,287,431	12,607,048	12,701,989	12,772,390	12,806,956	13,277,476
G. ENDING CASH, PLUS ACCRUALS									

Actuals required through the month of : October	Object	2025-26 First	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals
A. BEGINNING CASH			13,277,476	13,331,737	13,423,635	13,477,896	13,532,156	
B. RECEIPTS								
LCFF/Revenue Limit Sources								
Principal Apportionment	8010-8019	9,016,691	702,936	740,574	702,936	702,936	740,574	
In Lieu Property Taxes	8099	119,565	0	0	0	0	0	119,565
Miscellaneous Funds	8080-8098							
Federal Revenue	8100-8299	68,960	0	0	0	0	0	68,960
Other State Revenue	8300-8599	1,163,344	70,445	70,445	70,445	70,445	70,445	
Other Local Revenue	8600-8799	700,000	62,435	62,435	62,435	62,435	62,435	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
TOTAL RECEIPTS		**11,068,560**	**835,816**	**873,454**	**835,816**	**835,816**	**873,454**	**188,525**
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	4,106,873	306,919	306,919	306,919	306,919	306,919	
Classified Salaries	2000-2999	1,691,583	159,578	159,578	159,578	159,578	159,578	
Employee Benefits	3000-3999	1,447,478	126,052	126,052	126,052	126,052	126,052	
Books and Supplies	4000-4999	937,400	57,781	57,781	57,781	57,781	57,781	
Services	5000-5999	1,358,205	131,226	131,226	131,226	131,226	131,226	
Capital Outlay	6000-6599	106,155						
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
TOTAL DISBURSEMENTS		**9,647,694**	**781,555**	**781,555**	**781,555**	**781,555**	**781,555**	**0**
D. BALANCE SHEET ITEMS		**Beginning**						
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299	1,301,733					300,156	
Due From Other Funds	9310	0					700,000	
Stores	9320							
Prepaid Expenditures	9330	52,090					26,104	50,000
Other Current Assets	9340	0						
Deferred Outflows of Resources	9490							
SUBTOTAL		**1,353,823**	**0**	**0**	**0**	**0**	**1,026,260**	**50,000**
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599	1,031,412						
Due To Other Funds	9610	2,288,169						
Current Loans	9640	757,953						
Unearned Revenues	9650	225,658						
Deferred Inflows of Resources	9690							
SUBTOTAL		**4,303,192**	**0**	**0**	**0**	**0**	**0**	**0**
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		(2,949,369)	0	0	0	0	1,026,260	50,000
E. NET INCREASE/DECREASE (B - C + D)			54,260	91,898	54,260	54,260	1,118,158	238,525
F. ENDING CASH (A + E)			13,331,737	13,423,635	13,477,896	13,532,156	14,650,315	
G. ENDING CASH, PLUS ACCRUALS								

Method Schools - Cash Flow Statement 1/31/26

Actuals required through the month of : October	Object	2025-26 First	Adjustments	TOTAL
A. BEGINNING CASH				
B. RECEIPTS				
LCFF/Revenue Limit Sources				
Principal Apportionment	8010-8019	9,016,691		9,016,691
In Lieu Property Taxes	8099	119,565		119,565
Miscellaneous Funds	8080-8098			0
Federal Revenue	8100-8299	68,960		68,960
Other State Revenue	8300-8599	1,163,344		1,163,344
Other Local Revenue	8600-8799	700,000		700,000
Interfund Transfers In	8910-8929			0
All Other Financing Sources	8930-8979			0
TOTAL RECEIPTS		**11,068,560**	**0**	**11,068,560**
C. DISBURSEMENTS				
Certificated Salaries	1000-1999	4,106,873		4,106,873
Classified Salaries	2000-2999	1,691,583		1,691,583
Employee Benefits	3000-3999	1,447,478		1,447,478
Books and Supplies	4000-4999	937,400		937,400
Services	5000-5999	1,358,205		1,358,205
Capital Outlay	6000-6599	106,155		106,155
Other Outgo	7000-7499			0
Interfund Transfers Out	7600-7629			0
All Other Financing Uses	7630-7699			0
TOTAL DISBURSEMENTS		**9,647,694**	**0**	**9,647,694**
D. BALANCE SHEET ITEMS		**Beginning**		
Assets and Deferred Outflows				
Cash Not In Treasury	9111-9199			0
Accounts Receivable	9200-9299	1,301,733		1,379,492
Due From Other Funds	9310	0		0
Stores	9320			0
Prepaid Expenditures	9330	52,090		50,000
Other Current Assets	9340	0		0
Deferred Outflows of Resources	9490			0
SUBTOTAL		**1,353,823**	**0**	**1,429,492**
Liabilities and Deferred Inflows				
Accounts Payable	9500-9599	1,031,412		192,110
Due To Other Funds	9610	2,288,169		0
Current Loans	9640	757,953		757,953
Unearned Revenues	9650	225,658		0
Deferred Inflows of Resources	9690			0
SUBTOTAL		**4,303,192**	**0**	**950,063**
Nonoperating				
Suspense Clearing	9910			0
TOTAL BALANCE SHEET ITEMS		(2,949,369)	0	479,429
E. NET INCREASE/DECREASE (B - C + D)			0	1,900,295
F. ENDING CASH (A + E)				
G. ENDING CASH, PLUS ACCRUALS				**14,888,840**

2025-26 2nd Interim Report Narrative – Method Schools LA

1. Key Statistics

2023-24 P-2 ADA: 571
2024-25 P-2 ADA: 493
2025-26 Adopted Budget P-2 ADA: 520
2025-26 2nd Interim Report P-2 ADA: 482

2. Revenue Assumptions

The ADA utilized in the LCFF calculator for Adopted Budgets was based on 2024-25 P2 ADA of 493 plus a modest increase of approximately 5% or 27 ADA bringing projected 2025-26 ADA to 520. As of the 2025-26 2nd Interim Budget the projected P-2 ADA is trending closer to 482 ADA.

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 $6,944,458

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($92,100), Prop-20 Lottery ($39,540), Mandate Block Grant ($23,529) and State Special Education and Mental Health Funding ($471,890). All revenue sources are based on the most recent projections from California School Services. Method Los Angeles has also included the one-time funding for the Student Support Professional Development Block Grant ($154,468) and the one-time Learning Recovery Block Grant #2 ($10,723) in the Other State Revenue Projections. And finally, Method is expecting to allocate PY Prop 28 revenue from 2023-24 and 2024-25 totaling $9,151 in addition to current year Prop 28 funds ($37,854).

Method does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. The only Federal Revenue projected in the adopted budget is for Federal Special Education funding from El Dorado SELPA totaling $36,320.

The only local revenue that Method is projecting for 2025-56 is $300,000 for interest earned by Method LA bank accounts, Fidelity Savings and CD Accounts. For reference, through January 2026, Method has already earned over $194,000 of interest income for the 2025-26 fiscal year.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method will have approximately 35 Certificated Staff members on staff during 2025-26, equating to approximately 35 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $89,362 per FTE. Method offers a competitive medical plan and a 403b employer match of 7% for our employees. Method does not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26.

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

There is an estimated increase of $104,000 to Method's expected curriculum program to research and implement the new LSD. Otherwise, appropriate funds have been budgeted for costs for core curriculum, supplemental curricula and replacement of student and staff laptops.

Method LA's 5000 level operating expenditures in 2025-26 have decreased by an approximate $312,000 when comparing the 2nd Interim to the Adopted Budget. This decrease is the result of transitioning to a new SIS and reducing the necessary expenditure to continue building out SmartFox. The reduction in ADA and Method's relocation to a new headquarters has also reduced the anticipated cost of facility rentals.

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 LA began the 2025-26 fiscal year with a beginning fund balance of $20,869,008. The 2025-26 operating surplus is expected to be $1,299,178. Therefore, the projected 2025-26 Ending Fund Balance is projected to be $22,176,186. Method has allocated 5% of 2025-26 expenditures ($340,643) as Designated for Economic Uncertainties.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance other than the 5% designated for Economic Uncertainties.

Cash Flows

Response: Method Schools has a strong cash position. Method has no current expected cash shortages. The months of July – January Principal Apportionment rows of the cash flow are based on 2024-25 P-2, with an adjustment for 2025-26 ADA occurring in February.

CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2025 to June 30, 2026

Charter School Certification

Charter School Name:	Method Schools Los Angeles
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:
Khai Nguyen	Stefanie Bryant
Name	Name
Assistant Superintendent of Business Services	Director of Accounting
Title	Title
661-773-5433	801.360.9819
Telephone	Telephone
knguyen@aadusd.k12.ca.us	sbryant@methodschools.org
E-mail address	E-mail address

To the entity that approved the charter school:

(x) 2025-26 CHARTER SCHOOL FIRST 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 Stefanie Bryant Title: Director of Accounting

To the Acton-Agua Dulce Unified School District

(x) 2025-26 CHARTER SCHOOL FIRST 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
(Original signature required)

Printed _____ Title: _____

To the Superintendent of Public Instruction:

(x) 2025-26 CHARTER SCHOOL FIRST 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, 2025 to June 30, 2026

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Agua 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	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	6,840,636.00	6,840,636	3,626,932	6,612,000		6,612,000	(228,636)
Education Protection Account - Current Year	8012	104,000.00	104,000	49,338	96,440		96,440	(7,560)
State Aid - Prior Years	8019			0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	260,520.00	260,520	122,575	236,018		236,018	(24,502)
Other LCFF Transfers	8091, 8097	0.00	0	0	0		0	0
Total, LCFF Sources		**7,205,156**	**7,205,156**	**3,798,845**	**6,944,458**		**6,944,458**	**(260,698)**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	0	0		0	0	0
Special Education - Federal	8181, 8182	36,320.00	36,320	0		36,320	36,320	0
Child Nutrition - Federal	8220	0.00	0	0		0	0	0
Other Federal Revenues	8290	0.00	0		0	0	0	0
Total, Federal Revenues		**36,320**	36,320	**0**	**0**	**36,320**	**36,320**	**0**
3. Other State Revenues								
Special Education - State	StateRevSE	508,882.00	508,882	207,307		471,890	471,890	(36,992)
Child Nutrition Programs	8520	0.00	0	0		0	0	0
Mandated Costs Reimbursements	8550	23,529.00	23,529	26,845	23,529		23,529	0
Lottery - Unrestricted and Instructional Materials	8560	141,960.00	141,960	39,737	92,100	39,540	131,640	(10,320)
Low Performing Student Block Grant	8590	0.00	0		0	0	0	0
All Other State Revenues	StateRevAO	33,596.00	33,596	139,958	0	212,196	212,196	178,600
Total, Other State Revenues		**707,967**	**707,967**	**413,848**	**115,629**	**723,626**	**839,255**	**131,288**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	135,000	135,000	194,656	300,000	0	300,000	165,000
Total, Local Revenues		**135,000**	**135,000**	**194,656**	**300,000**	**0**	**300,000**	**165,000**
5. TOTAL REVENUES		**8,084,443**	**8,084,443**	**4,407,348**	**7,360,087**	**759,946**	**8,120,033**	**35,590**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	2,725,712	2,725,712	1,690,935	2,281,050	317,125	2,598,175	(127,537)
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	487,706	487,706	235,342	420,582	21,866	442,448	(45,258)
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		**3,213,418**	**3,213,418**	**1,926,277**	**2,701,631**	**338,992**	**3,040,623**	**(172,795)**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	219,953	219,953	58,314	317,433		317,433	97,480
Non-certificated Support Salaries	2200	0	0	0		0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	357,667	357,667	281,420	274,396	0	274,396	(83,271)
Clerical and Office Salaries	2400	566,923	566,923	298,538	608,279	8,166	616,445	49,522
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		**1,144,543**	**1,144,543**	**638,271**	**1,200,108**	**8,166**	**1,208,274**	**63,731**

Description	Object Code	Original Budget	Board Approved	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
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	319,336	319,336	173,386	290,467	19,360	309,827	(9,509)
Health and Welfare Benefits	3401-3402	405,553	405,553	272,388	207,421	189,763	397,184	(8,369)
Unemployment Insurance	3501-3502	36,000	36,000	11,286	29,223	2,777	32,000	(4,000)
Workers' Compensation Insurance	3601-3602	33,395	33,395	23,834	28,928	3,472	32,400	(995)
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	267,160	267,160	102,826	244,787	17,715	262,502	(4,658)
Total, Employee Benefits		**1,061,444**	**1,061,444**	**583,720**	**800,827**	**233,086**	**1,033,913**	**(27,531)**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	204,750	204,750	192,529	279,737	50,263	330,000	125,250
Books and Other Reference Materials	4200	75,000	75,000	3,832	50,000	0	50,000	(25,000)
Materials and Supplies	4300	67,500	67,500	11,125	20,000	0	20,000	(47,500)
Noncapitalized Equipment	4400	114,750	114,750	64,631	166,000	0	166,000	51,250
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		**462,000**	**462,000**	**272,117**	**515,737**	**50,263**	**566,000**	**104,000**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	117,000	117,000	63,054	138,000	0	138,000	21,000
Dues and Memberships	5300	9,000	9,000	12,403	18,000	0	18,000	9,000
Insurance	5400	40,500	40,500	34,575	44,000	0	44,000	3,500
Operations and Housekeeping Services	5500	18,450	18,450	8,432	16,400	0	16,400	(2,050)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	74,700	74,700	27,711	49,000	0	49,000	(25,700)
Professional/Consulting Services and Operating Expend.	5800	894,755	894,755	323,572	430,645	180,000	610,645	(284,110)
Communications	5900	121,500	121,500	52,161	88,000	0	88,000	(33,500)
Total, Services and Other Operating Expenditures		**1,275,905**	**1,275,905**	**521,907**	**784,045**	**180,000**	**964,045**	**(311,860)**
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	6300	0	0	0	0	0	0	0

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		**7,157,310**	**7,157,310**	**3,942,292**	**6,002,348**	**810,507**	**6,812,855**	**(344,455)**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		927,133	927,133	465,056	1,357,739	(50,561)	1,307,178	(380,045)
Description	**Object Code**	**Original Budget**	**Board Approved**	**Actuals to**	**Second Interim**	**Second Interim**	**Second Interim**	**Difference (Col**
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	(50,561)	50,561	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**(50,561)**	**50,561**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		927,133	927,133	465,056	1,307,178	0	1,307,178	(380,045)
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	20,849,963	20,849,963		20,869,008		20,869,008	19,045
b. Adjustments/Restatements to Beginning Balance	9793, 9795						0	0
c. Adjusted Beginning Balance		20,849,963	20,849,963		20,869,008	0	20,869,008	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**21,777,096**	**21,777,096**		**22,176,186**	**0**	**22,176,186**	
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	358,965	358,965		340,643		340,643	
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**	**21,418,131**	**21,418,131**		**21,835,543**	**0**	**21,835,543**	

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Method Schools Los Angeles
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Agua Dulce Unified School Dsitrict
County: Los Angeles
Charter #: 1697
Fiscal Year: 2025-26

Description	Object Code	2025-26 (populated from Alternative Form Tab) Second Interim	Second Interim	Second Interim	Totals for 2026-27	Totals for 2027-28
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	6,612,000		6,612,000	7,142,809	7,951,592
Education Protection Account - Current Year	8012	96,440		96,440	100,200	105,600
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	236,018		236,018	245,220	258,435
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		**6,944,458**		**6,944,458**	**7,488,229**	**8,315,627**
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		36,320	36,320	77,152	81,440
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		**0**	**36,320**	**36,320**	**77,152**	**81,440**
3. Other State Revenues						
Special Education - State	StateRevSE		471,890	471,890	498,118	524,540
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	23,529		23,529	24,774	26,052
Lottery - Unrestricted and Instructional Materials	8560	92,100	39,540	131,640	138,957	146,328
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	212,196	212,196	48,577	48,577
Total, Other State Revenues		**115,629**	**723,626**	**839,255**	**710,426**	**745,497**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	300,000	0	300,000	300,000	300,000
Total, Local Revenues		**300,000**	**0**	**300,000**	**300,000**	**300,000**
5. TOTAL REVENUES		**7,360,087**	**759,946**	**8,120,033**	**8,575,807**	**9,442,564**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	2,281,050	317,125	2,598,175	2,828,093	2,961,544
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	420,582	21,866	442,448	455,655	478,256
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**2,701,631**	**338,992**	**3,040,623**	**3,283,748**	**3,439,800**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	317,433		317,433	225,871	236,722
Non-certificated Support Salaries	2200		0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	274,396	0	274,396	336,513	355,036
Clerical and Office Salaries	2400	608,279	8,166	616,445	622,709	657,220
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**1,200,108**	**8,166**	**1,208,274**	**1,185,093**	**1,248,978**
Description	**Object Code**	**Second Interim**	**Second Interim**	**Second Interim**	**Totals for 2026-**	**Totals for**
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	290,467	19,360	309,827	325,740	341,652
Health and Welfare Benefits	3401-3402	207,421	189,763	397,184	424,965	452,748
Unemployment Insurance	3501-3502	29,223	2,777	32,000	32,000	32,000
Workers' Compensation Insurance	3601-3602	28,928	3,472	32,400	34,064	35,728
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	244,787	17,715	262,502	275,803	289,103
Total, Employee Benefits		**800,827**	**233,086**	**1,033,913**	**1,092,572**	**1,151,231**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	279,737	50,263	330,000	356,400	384,912
Books and Other Reference Materials	4200	50,000	0	50,000	54,000	58,320
Materials and Supplies	4300	20,000	0	20,000	21,600	23,328
Noncapitalized Equipment	4400	166,000	0	166,000	179,280	193,622
Food	4700	0	0	0	0	0
Total, Books and Supplies		**515,737**	**50,263**	**566,000**	**611,280**	**660,182**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	138,000	0	138,000	149,040	160,963
Dues and Memberships	5300	18,000	0	18,000	19,440	20,995
Insurance	5400	44,000	0	44,000	47,520	51,322
Operations and Housekeeping Services	5500	16,400	0	16,400	17,712	19,129

	Rentals, Leases, Repairs, and Noncap. Improvements	5600	49,000	0	49,000	52,920	57,154
	Professional/Consulting Services and Operating Expend.	5800	430,645	180,000	610,645	659,378	714,412
	Communications	5900	88,000	0	88,000	95,040	102,643
	Total, Services and Other Operating Expenditures		**784,045**	**180,000**	**964,045**	**1,041,050**	**1,126,618**
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 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**		**6,002,348**	**810,507**	**6,812,855**	**7,213,743**	**7,626,809**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		**1,357,739**	**(50,561)**	**1,307,178**	**1,362,064**	**1,815,755**
	Description	**Object Code**	**Second Interim**	**Second Interim**	**Second Interim**	**Totals for 2026-**	**Totals for**
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	(50,561)	50,561	0	0	0
4.	**TOTAL OTHER FINANCING SOURCES / USES**		**(50,561)**	**50,561**	**0**	**0**	**0**
E.	**NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)**		**1,307,178**	**0**	**1,307,178**	**1,362,064**	**1,815,755**
F.	**FUND BALANCE, RESERVES**						
1.	Beginning Fund Balance						
a.	As of July 1	9791	20,869,008		20,869,008	22,176,186	23,538,250
b.	Adjustments/Restatements to Beginning Balance	9793, 9795			0	0	0
c.	Adjusted Beginning Balance		20,869,008	0	20,869,008	22,176,186	23,538,250
2.	**Ending Fund Balance, Oct 31 (E + F.1.c.)**		**22,176,186**	**0**	**22,176,186**	**23,538,250**	**25,354,005**
	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	340,643		340,643	360,687	381,340
	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	21,835,543	0	21,835,543	23,177,563	24,972,665

LCFF Calculator Caveats

v.26.2a **1/12/26**

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.
	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.
	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.
NEW 2024-25	On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

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.

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.

NEW 2025-26

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

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

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

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 with necessary small schools should refer to the Instructions tab. 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

NEW 2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW 2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

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.

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

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.

- **In Lieu of Taxes:** 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.
- **Necessary Small 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 grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

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. If "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding.

- **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 or calculates the in-lieu transfers outside of this tool. 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. 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 or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**

- **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

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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 Schools LA 2025-26 2nd Interim LCFF Calculator
Charter	Projection Type	Created by:	Eve Laurelin
		Email:	elaurelin@methodschools.org
	Projection Date	Phone:	(951) 331-3929 ext 7035

DATA ONLY - NO CALCULATIONS

Method Schools, LA (137703)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(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)				*65.00%*	*65.00%*	*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)*				13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
Statutory COLA				*6.56%*	*8.22%*	*1.07%*	*2.30%*	*2.41%*	*3.06%*	*3.34%*	*3.14%*
Augmentation/(COLA Suspension)				*6.70%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				*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	$ 3,044	$ 3,077	$ 5,545	$ 5,679	$ 5,853	$ 6,048	$ 6,238
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				12.74780911%	21.98880689%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.84814107%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ 21,912					

Method Schools, LA (137703)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF												
NEW CHARTER SCHOOLS							New Charter School Name:					
							Year that charter starts operation (select from drop down list):					
(a) TRANSFER OF IN-LIEU PROPERTY TAX					Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	**In-Lieu of Property Tax**				**253,485**	**272,043**	**245,151**	236,018	245,220	258,435	272,140	272,140
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)												
A-1, A-2, A-3	**Enrollment**		**485**	**201**	**194**	**205**	**227**	197	210	210	210	210
B-1, B-2, B-3	**Unduplicated Pupil Count**		**200**	**105**	**111**	**118**	**122**	128	131	131	131	131
	Single Year Unduplicated Pupil Percentage				57.22%	57.56%	53.74%	64.97%	62.38%	62.38%	62.38%	62.38%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				47.27%	55.67%	56.07%	58.51%	60.09%	63.21%	62.38%	62.38%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location												
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 (%)**				**61.21%**	**65.75%**	**68.59%**	68.59%	68.59%	68.59%	68.59%	68.59%
	Unduplicated Pupil Percentage: Supplemental Grant				47.27%	55.67%	56.07%	58.51%	60.09%	63.21%	62.38%	62.38%
	Unduplicated Pupil Percentage: Concentration Grant				47.27%	55.67%	56.07%	58.51%	60.09%	63.21%	62.38%	62.38%
(d) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-4	**TK** (NEW beginning 2022-23)				-	-	**1.60**	2.00	2.00	2.00	2.00	2.00
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**				**10.54**	**13.47**	**13.59**	9.08	8.00	9.00	10.00	10.00
B-2	**Grades 4-6**				**20.71**	**16.26**	**14.07**	11.54	10.00	11.00	12.00	12.00
B-3	**Grades 7-8**				**19.78**	**28.56**	**22.07**	11.58	10.00	11.00	12.00	12.00
B-4	**Grades 9-12**				**406.21**	**509.01**	**443.65**	450.00	473.00	497.00	522.00	522.00
	SUBTOTAL ADA				457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
	RATIO: ADA to Enrollment				2.36	2.77	2.17	2.45	2.39	2.51	2.65	2.65
(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-4	Minimum State Aid Adjustments				$ -	$ -	$ -					

Method Schools, LA (137703)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(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	**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 / A-3	**District Enrollment**		-	-	-	-	-					
A-2 / A-4	**COE Enrollment**		-	-	-	-	-					
	Total Enrollment		-	-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**		-	-	-	-	-					
B-2 / B-4	**COE Unduplicated Pupil Count**		-	-	-	-	-					
	Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-
	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 (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Method Schools, LA (137703)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)											
ADA used for the Transitional Kindergarten Add-on ONLY:											
G-10 **TK (Commencing in 2022-23)**				-	-	-					
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.											
Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
Grades TK-3	-	-	-	-	-	-					
B-1, D-5 **Grades 4-6**	-	-	-	-	-	-					
Grades 7-8	-	-	-	-	-	-					
Grades 9-12	-	-	-	-	-	-					
TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
Grades TK-3				-	-	-					
D-9, E-1 **Grades 4-6**				-	-	-					
Grades 7-8				-	-	-					
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)											
Grades TK-3				-	-	-					
E-2, E-3 **Grades 4-6**				-	-	-					
Grades 7-8				-	-	-					
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%

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter 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).** **NOTE: *Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

Prior year **Source:** Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PADC ADA report	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report
Grades TK-3	-	-	-	-	-					
A-20 **Grades 4-6** Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-	-	-					
Grades 7-8	-	-	-	-	-					
Grades 9-12	-	-	-	-	-					
	-	-	-	-	-	-	-	-	-	-
Grades TK-3	-	-	-	-	-					
A-19 **Grades 4-6** Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-					
Grades 7-8	-	-	-	-	-					
Grades 9-12	-	-	-	-	-					
	-	-	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-	-	-

Method Schools, LA (137703)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(4) NECESSARY SMALL SCHOOLS ADA													
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.													
1 **NSS #1**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
3 **NSS #3**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

Method Schools, LA (137703)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
4 **NSS #4**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
5 **NSS #5**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

Method Schools, LA (137703)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to override the calculated in-lieu of property tax results.											
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				-	-	-	-	-	-	-	-

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
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)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
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)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
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 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	10.54	13.47	13.59	9.08	8.00	9.00	10.00	10.00
Grades 4-6	20.71	16.26	14.07	11.54	10.00	11.00	12.00	12.00
Grades 7-8	19.78	28.56	22.07	11.58	10.00	11.00	12.00	12.00
Grades 9-12	406.21	509.01	443.65	450.00	473.00	497.00	522.00	522.00
LCFF Subtotal	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
Change in LCFF ADA (excludes NSS ADA)	457.24 Increase	567.30 Increase	493.38 Increase	482.20 Increase	501.00 Increase	528.00 Increase	556.00 Increase	556.00 Increase

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	10.54	13.47	13.59	9.08	8.00	9.00	10.00	10.00
Grades 4-6	20.71	16.26	14.07	11.54	10.00	11.00	12.00	12.00
Grades 7-8	19.78	28.56	22.07	11.58	10.00	11.00	12.00	12.00
Grades 9-12	406.21	509.01	443.65	450.00	473.00	497.00	522.00	522.00
Subtotal	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
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	10.54	13.47	13.59	9.08	8.00	9.00	10.00	10.00
Grades 4-6	20.71	16.26	14.07	11.54	10.00	11.00	12.00	12.00
Grades 7-8	19.78	28.56	22.07	11.58	10.00	11.00	12.00	12.00
Grades 9-12	406.21	509.01	443.65	450.00	473.00	497.00	522.00	522.00
Total Actual ADA	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	10.54	13.47	13.59	9.08	8.00	9.00	10.00	10.00
Grades 4-6	20.71	16.26	14.07	11.54	10.00	11.00	12.00	12.00
Grades 7-8	19.78	28.56	22.07	11.58	10.00	11.00	12.00	12.00
Grades 9-12	406.21	509.01	443.65	450.00	473.00	497.00	522.00	522.00
Total Funded ADA	**457.24**	**567.30**	**493.38**	**482.20**	**501.00**	**528.00**	**556.00**	**556.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	1.60	2.00	2.00	2.00	2.00	2.00

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculatc v.26.2a						PY3	v.26.2a					PY2
LOCAL CONTROL FUNDING FORMULA						**2022-23**						**2023-24**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		13.26%	0.00%	47.27%	47.27%			8.22%	0.00%	55.67%	55.67%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	10.54	$ 9,166	$ 953	$ 957	$ -	$ 116,737	13.47	$ 9,919	$ 1,032	$ 1,219	$ 48	$ 164,576
Grades 4-6	20.71	9,304		880	-	210,903	16.26	10,069		1,121	44	182,664
Grades 7-8	19.78	9,580		906	-	207,407	28.56	10,367		1,154	45	330,337
Grades 9-12	406.21	11,102	289	1,077	-	5,064,588	509.01	12,015	312	1,372	54	7,000,502
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 4,988,531	$ 127,439	$ 483,665	$ -	$ 5,599,635		$ 6,709,168	$ 172,712	$ 766,229	$ 29,970	$ 7,678,079
NSS Allowance		-				-		-				-
TOTAL BASE	457.24	$ 4,988,531	$ 127,439	$ 483,665	$ -	$ 5,599,635	567.30	$ 6,709,168	$ 172,712	$ 766,229	$ 29,970	$ 7,678,079
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)	TK ADA	-	TK Add-on rate	$ 2,813.00		-	TK ADA	-	TK Add-on rate	$ 3,044.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 5,599,635						$ 7,678,079
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 5,599,635**						**$ 7,678,079**
Local Revenue (including RDA)						(253,485)						(272,043)
Gross State Aid						**$ 5,346,150**						**$ 7,406,036**
Education Protection Account Entitlement						(91,448)						(113,460)
Net State Aid						**$ 5,254,702**						**$ 7,292,576**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	457.24		$ -			$ -	567.30		$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(253,485)						(272,043)
Less Education Protection Account Entitlement						(91,448)						(113,460)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
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						5,599,635						7,678,079
Minimum State Aid plus Property Taxes including RDA						253,485						272,043
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 5,254,702**						**$ 7,292,576**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 5,254,702**						**$ 7,292,576**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 5,599,635**						**$ 7,678,079**
Change Over Prior Year									37.12%	2,078,444		
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 12,247						13,534
Per-ADA Change Over Prior Year									10.51%	1,287		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
						2022-23				Increase		2023-24
State Aid						$ 5,254,702			38.78%	2,037,874		$ 7,292,576
Education Protection Account						91,448						113,460
Property Taxes Net of In-Lieu Transfers						-			0.00%	-		-
Charter In-Lieu Taxes						253,485			7.32%	18,558		272,043
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 5,599,635**			36.72%	2,056,432		**$ 7,678,079**

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculatc v.26.2a						PY1	v.26.2a						CY
LOCAL CONTROL FUNDING FORMULA						**2024-25**							**2025-26**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%		0.00%	56.07% 56.07%			2.30%		0.00%	58.51% 58.51%		
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	13.59	$ 10,025		$ 1,043	$ 1,241	$ 77	$ 168,327	9.08	$ 10,256		$ 1,067	$ 1,325	$ 258	$ 117,190
Grades 4-6	14.07	10,177			1,141	71	160,243	11.54	10,411			1,218	238	136,943
Grades 7-8	22.07	10,478			1,175	73	258,789	11.58	10,719			1,254	245	141,483
Grades 9-12	443.65	12,144		316	1,397	87	6,186,221	450.00	12,423		323	1,492	291	6,537,752
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 5,898,365		$ 154,367	$ 678,752	$ 42,096	$ 6,773,580		$ 5,927,743		$ 155,039	$ 711,807	$ 138,779	$ 6,933,368
NSS Allowance		-					-		-					-
TOTAL BASE	493.38	$ 5,898,365		$ 154,367	$ 678,752	$ 42,096	$ 6,773,580	482.20	$ 5,927,743		$ 155,039	$ 711,807	$ 138,779	$ 6,933,368
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)	TK ADA	1.60	TK Add-on rate	$ 3,077.00			4,923	TK ADA	2.00	TK Add-on rate	$ 5,545.00			11,090
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 6,778,503							$ 6,944,458
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 6,778,503**							**$ 6,944,458**
Local Revenue (including RDA)							(245,151)							(236,018)
Gross State Aid							**$ 6,533,352**							**$ 6,708,440**
Education Protection Account Entitlement							(120,588)							(96,440)
Net State Aid							**$ 6,412,764**							**$ 6,612,000**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2024-25 ADA			N/A			12-13 Rate	2025-26 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	493.38			$ -			$ -	482.20			$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(245,151)							(236,018)
Less Education Protection Account Entitlement							(120,588)							(96,440)
Subtotal State Aid for Historical RL/Charter General BG							**$ -**							**$ -**
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			-	-			-			-	-			-
Minimum State Aid Guarantee Before Proration Factor							**$ -**							**$ -**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ -**							**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							6,773,580							6,933,368
Minimum State Aid plus Property Taxes including RDA							245,151							236,018
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 6,412,764**							**$ 6,612,000**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 6,412,764**							**$ 6,612,000**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen							**$ 6,778,503**							**$ 6,944,458**
Change Over Prior Year			-11.72%	(899,576)						2.45%	165,955			
LCFF Entitlement Per ADA (excluding Categorical MSA)							13,739							14,402
Per-ADA Change Over Prior Year			1.51%	205						4.83%	663			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2024-25				Increase			2025-26
State Aid			-12.06%	(879,812)			$ 6,412,764			3.11%	199,236			$ 6,612,000
Education Protection Account							120,588							96,440
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			-9.89%	(26,892)			245,151			-3.73%	(9,133)			236,018
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-11.81%	(906,704)			**$ 6,778,503**			2.80%	190,103			**$ 6,944,458**

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculatc v.26.2a						CY1	v.26.2a						CY2
LOCAL CONTROL FUNDING FORMULA						**2026-27**							**2027-28**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		2.41%	0.00%	60.09%	60.09%			3.06%	0.00%	63.21%	63.21%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	8.00	$ 10,503	$ 1,092	$ 1,393	$ 384	$ 106,977	9.00	$ 10,824	$ 1,126	$ 1,511	$ 638	$ 126,885	
Grades 4-6	10.00	10,662		1,281	353	122,962	11.00	10,988		1,389	586	142,598	
Grades 7-8	10.00	10,977		1,319	363	126,594	11.00	11,313		1,430	604	146,816	
Grades 9-12	473.00	12,722	331	1,569	432	7,120,338	497.00	13,111	341	1,701	718	7,887,622	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 6,317,920	$ 165,299	$ 779,154	$ 214,498	$ 7,476,871		$ 6,858,894	$ 179,611	$ 889,807	$ 375,609	$ 8,303,921	
NSS Allowance		-				-		-				-	
TOTAL BASE	501.00	$ 6,317,920	$ 165,299	$ 779,154	$ 214,498	$ 7,476,871	528.00	$ 6,858,894	$ 179,611	$ 889,807	$ 375,609	$ 8,303,921	
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)	TK ADA	2.00	TK Add-on rate	$ 5,679.00		11,358	TK ADA	2.00	TK Add-on rate	$ 5,853.00		11,706	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 7,488,229						$ 8,315,627	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 7,488,229**						**$ 8,315,627**	
Local Revenue (including RDA)						(245,220)						(258,435)	
Gross State Aid						**$ 7,243,009**						**$ 8,057,192**	
Education Protection Account Entitlement						(100,200)						(105,600)	
Net State Aid						**$ 7,142,809**						**$ 7,951,592**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2026-27 ADA		N/A			12-13 Rate	2027-28 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	501.00		$ -			$ -	528.00		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(245,220)						(258,435)	
Less Education Protection Account Entitlement						(100,200)						(105,600)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ -**						**$ -**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						7,476,871						8,303,921	
Minimum State Aid plus Property Taxes including RDA						245,220						258,435	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 7,142,809**						**$ 7,951,592**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 7,142,809**						**$ 7,951,592**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen						**$ 7,488,229**						**$ 8,315,627**	
Change Over Prior Year			7.83%	543,771					11.05%	827,398			
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,947						15,749	
Per-ADA Change Over Prior Year			3.78%	545					5.37%	802			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2026-27				Increase		2027-28	
State Aid			8.03%	530,809		$ 7,142,809			11.32%	808,783		$ 7,951,592	
Education Protection Account						100,200						105,600	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			3.90%	9,202		245,220			5.39%	13,215		258,435	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			7.78%	540,011		**$ 7,488,229**			10.98%	821,998		**$ 8,315,627**	

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculatc v.26.2a						CY3	v.26.2a						CY4
LOCAL CONTROL FUNDING FORMULA						**2028-29**							**2029-30**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		3.34%	0.00%	62.38%	62.38%			3.14%	0.00%	62.38%	62.38%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	10.00	$ 11,186	$ 1,163	$ 1,541	$ 592	$ 144,821	10.00	$ 11,537	$ 1,200	$ 1,589	$ 611	$ 149,371	
Grades 4-6	12.00	11,355		1,417	545	159,796	12.00	11,712		1,461	562	164,820	
Grades 7-8	12.00	11,691		1,459	561	164,525	12.00	12,058		1,504	578	169,689	
Grades 9-12	522.00	13,549	352	1,734	667	8,509,707	522.00	13,974	363	1,789	688	8,776,610	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 7,460,990	$ 195,374	$ 955,209	$ 367,276	$ 8,978,849		$ 7,695,038	$ 201,486	$ 985,170	$ 378,796	$ 9,260,490	
NSS Allowance		-				-		-				-	
TOTAL BASE	556.00	$ 7,460,990	$ 195,374	$ 955,209	$ 367,276	$ 8,978,849	556.00	$ 7,695,038	$ 201,486	$ 985,170	$ 378,796	$ 9,260,490	
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)	TK ADA	2.00	TK Add-on rate	$ 6,048.00		12,096	TK ADA	2.00	TK Add-on rate	$ 6,238.00		12,476	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 8,990,945						$ 9,272,966	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 8,990,945**						**$ 9,272,966**	
Local Revenue (including RDA)						(272,140)						(272,140)	
Gross State Aid						**$ 8,718,805**						**$ 9,000,826**	
Education Protection Account Entitlement						(111,200)						(111,200)	
Net State Aid						**$ 8,607,605**						**$ 8,889,626**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2028-29 ADA		N/A			12-13 Rate	2029-30 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	556.00		$ -			$ -	556.00		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(272,140)						(272,140)	
Less Education Protection Account Entitlement						(111,200)						(111,200)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ -**						**$ -**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						8,978,849						9,260,490	
Minimum State Aid plus Property Taxes including RDA						272,140						272,140	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 8,607,605**						**$ 8,889,626**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 8,607,605**						**$ 8,889,626**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppler						**$ 8,990,945**						**$ 9,272,966**	
Change Over Prior Year			8.12%	675,318					3.14%	282,021			
LCFF Entitlement Per ADA (excluding Categorical MSA)						16,171						16,678	
Per-ADA Change Over Prior Year			2.68%	422					3.14%	507			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2028-29				Increase		2029-30	
State Aid			8.25%	656,013		$ 8,607,605			3.28%	282,021		$ 8,889,626	
Education Protection Account						111,200						111,200	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			5.30%	13,705		272,140			0.00%	-		272,140	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			8.05%	669,718		**$ 8,990,945**			3.77%	282,021		**$ 9,272,966**	

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim

EDUCATION PROTECTION ACCOUNT

		Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1	Total ADA for EPA Minimum	457.24	571.69	567.30	493.38	493.38	482.20	501.00	528.00	556.00	556.00
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	*$ 91,448*	$ 114,338	$ 113,460	$ 98,676	$ 98,676	$ 96,440	$ 100,200	$ 105,600	$ 111,200	$ 111,200
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B4, B8	Current Year Funded ADA, excluding NSS	457.24		567.30	-	493.38	482.20	501.00	528.00	556.00	556.00
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	457.24		567.30	-	493.38	482.20	501.00	528.00	556.00	556.00
B9+B13	*Adjusted Total Revenue Limit*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B10,B14	*Current Year Adjusted NSS Allowance*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	$ 253,485	$ 270,507	$ 272,043	$ 245,151	$ 245,151	$ 236,018	$ 245,220	$ 258,435	$ 272,140	$ 272,140
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 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)***		21.98880689%		49.68656772%		49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
C-3	EPA Proportionate Share (C-1 * C-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT											
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 91,448*	$ 114,338	$ 113,460	$ 98,676	$ 98,676	$ 96,440	$ 100,200	$ 105,600	$ 111,200	$ 111,200
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ 21,912*	*$ 21,912*	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*91,448*	114,338	113,460	120,588	120,588	96,440	100,200	105,600	111,200	111,200
D-4	Prior Year Annual Adjustment	-	*$ -*	-	*$ (878)*	*(878)*	-				
D-5	P2 Entitlement Net of PY Adjustment	*91,448*	*$ 114,338*	*113,460*	$ 119,710	*119,710*	96,440	100,200	105,600	111,200	111,200
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*$ 113,460*		*$ 120,588*		*96,440*	*100,200*	*105,600*	*111,200*	*111,200*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals ents. Enter accrual information on Data Entry tab.*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of iss 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 Schools LA 2025-26 2nd Interim
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
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%
Student Assumptions:								
Enrollment Count	194	205	227	197	210	210	210	210
Unduplicated Pupil Count (UPC)	111	118	122	128	131	131	131	131
Unduplicated Pupil Percentage (UPP)	47.27%	55.67%	56.07%	58.51%	60.09%	63.21%	62.38%	62.38%
Current Year LCFF Average Daily Attendance (ADA)	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
Funded LCFF ADA	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$4,988,531	$6,709,168	$5,898,365	$5,927,743	$6,317,920	$6,858,894	$7,460,990	$7,695,038
Grade Span Adjustment	127,439	172,712	154,367	155,039	165,299	179,611	195,374	201,486
Adjusted Base Grant	$5,115,970	$6,881,880	$6,052,732	$6,082,782	$6,483,219	$7,038,505	$7,656,364	$7,896,524
Supplemental Grant	483,665	766,229	678,752	711,807	779,154	889,807	955,209	985,170
Concentration Grant	-	29,970	42,096	138,779	214,498	375,609	367,276	378,796
Total Base, Supplemental and Concentration Grant	$5,599,635	$7,678,079	$6,773,580	$6,933,368	$7,476,871	$8,303,921	$8,978,849	$9,260,490
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	4,923	11,090	11,358	11,706	12,096	12,476
Total Allowance and Add-On Amounts	$-	$-	$4,923	$11,090	$11,358	$11,706	$12,096	$12,476
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$5,599,635**	**$7,678,079**	**$6,778,503**	**$6,944,458**	**$7,488,229**	**$8,315,627**	**$8,990,945**	**$9,272,966**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 5,599,635**	**$ 7,678,079**	**$ 6,778,503**	**$ 6,944,458**	**$ 7,488,229**	**$ 8,315,627**	**$ 8,990,945**	**$ 9,272,966**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,247	$ 13,534	$ 13,739	$ 14,402	$ 14,947	$ 15,749	$ 16,171	$ 16,678
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,599,635	7,678,079	6,778,503	6,944,458	7,488,229	8,315,627	8,990,945	9,272,966
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 253,485*	*$ 272,043*	*$ 245,151*	*$ 236,018*	*$ 245,220*	*$ 258,435*	*$ 272,140*	*$ 272,140*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 91,448	$ 113,460	$ 120,588	$ 96,440	$ 100,200	$ 105,600	$ 111,200	$ 111,200
Net State Aid *(excludes Additional State Aid)*	$ 5,254,702	$ 7,292,576	$ 6,412,764	$ 6,612,000	$ 7,142,809	$ 7,951,592	$ 8,607,605	$ 8,889,626
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 5,599,635**	**$ 7,678,079**	**$ 6,778,503**	**$ 6,944,458**	**$ 7,488,229**	**$ 8,315,627**	**$ 8,990,945**	**$ 9,272,966**

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 5,254,702	$ 7,292,576	$ 6,412,764	$ 6,612,000	$ 7,142,809	$ 7,951,592	$ 8,607,605	$ 8,889,626
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 91,448	$ 113,460	$ 120,588	$ 96,440	$ 100,200	$ 105,600	$ 111,200	$ 111,200
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ (878)	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	253,485	272,043	245,151	236,018	245,220	258,435	272,140	272,140
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 5,599,635	$ 7,678,079	$ 6,778,503	$ 6,944,458	$ 7,488,229	$ 8,315,627	$ 8,990,945	$ 9,272,966
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 5,599,635	$ 7,678,079	$ 6,778,503	$ 6,944,458	$ 7,488,229	$ 8,315,627	$ 8,990,945	$ 9,272,966
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 5,115,970	$ 6,881,880	$ 6,057,655	$ 6,093,872	$ 6,494,577	$ 7,050,211	$ 7,668,460	$ 7,909,000
Supplemental and Concentration Grant funding in the LCAP year	$ 483,665	$ 796,199	$ 720,848	$ 850,586	$ 993,652	$ 1,265,416	$ 1,322,485	$ 1,363,966
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ 6,916	$ 9,714	$ 32,026	$ 49,500	$ 86,678	$ 84,756	$ 87,415
Percentage to Increase or Improve Services	9.45%	11.57%	11.90%	13.96%	15.30%	17.95%	17.25%	17.25%

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim
LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,075.65	$ 12,217.98	$ 12,386.14	$ 12,906.35	$ 13,372.11	$ 14,098.43	$ 14,482.04	$ 14,937.06
Grades 4-6	$ 10,183.60	$ 11,233.93	$ 11,389.03	$ 11,866.82	$ 12,296.11	$ 12,963.48	$ 13,316.35	$ 13,735.01
Grades 7-8	$ 10,485.69	$ 11,566.41	$ 11,725.88	$ 12,217.89	$ 12,659.39	$ 13,346.91	$ 13,710.39	$ 14,140.78
Grades 9-12	$ 12,467.91	$ 13,753.17	$ 13,943.92	$ 14,528.34	$ 15,053.57	$ 15,870.47	$ 16,302.12	$ 16,813.43
Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119	$ 10,951	$ 11,068	$ 11,323	$ 11,595	$ 11,950	$ 12,349	$ 12,737
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,391	$ 12,327	$ 12,460	$ 12,746	$ 13,053	$ 13,452	$ 13,901	$ 14,337
Prorated Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Prorated Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,024	$ 2,190	$ 2,214	$ 2,265	$ 2,319	$ 2,390	$ 2,470	$ 2,547
Grades 4-6	$ 1,861	$ 2,014	$ 2,035	$ 2,082	$ 2,132	$ 2,198	$ 2,271	$ 2,342
Grades 7-8	$ 1,916	$ 2,073	$ 2,096	$ 2,144	$ 2,195	$ 2,263	$ 2,338	$ 2,412
Grades 9-12	$ 2,278	$ 2,465	$ 2,492	$ 2,549	$ 2,611	$ 2,690	$ 2,780	$ 2,867
Actual - 1.00 ADA, Local UPP as follows:	*47.27%*	*55.67%*	*56.07%*	*58.51%*	*60.09%*	*63.21%*	*62.38%*	*62.38%*
Grades TK-3	$ 957	$ 1,219	$ 1,241	$ 1,325	$ 1,393	$ 1,511	$ 1,541	$ 1,589
Grades 4-6	$ 880	$ 1,121	$ 1,141	$ 1,218	$ 1,281	$ 1,389	$ 1,417	$ 1,461
Grades 7-8	$ 906	$ 1,154	$ 1,175	$ 1,254	$ 1,319	$ 1,430	$ 1,459	$ 1,504
Grades 9-12	$ 1,077	$ 1,372	$ 1,397	$ 1,492	$ 1,569	$ 1,701	$ 1,734	$ 1,789
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 6,577	$ 7,118	$ 7,194	$ 7,360	$ 7,537	$ 7,768	$ 8,027	$ 8,279
Grades 4-6	$ 6,048	$ 6,545	$ 6,615	$ 6,767	$ 6,930	$ 7,142	$ 7,381	$ 7,613
Grades 7-8	$ 6,227	$ 6,739	$ 6,811	$ 6,967	$ 7,135	$ 7,353	$ 7,599	$ 7,838
Grades 9-12	$ 7,404	$ 8,013	$ 8,099	$ 8,285	$ 8,484	$ 8,744	$ 9,036	$ 9,319
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.6700%*	*1.0700%*	*3.5100%*	*5.0900%*	*8.2100%*	*7.3800%*	*7.3800%*
Grades TK-3	$ -	$ 48	$ 77	$ 258	$ 384	$ 638	$ 592	$ 611
Grades 4-6	$ -	$ 44	$ 71	$ 238	$ 353	$ 586	$ 545	$ 562
Grades 7-8	$ -	$ 45	$ 73	$ 245	$ 363	$ 604	$ 561	$ 578
Grades 9-12	$ -	$ 54	$ 87	$ 291	$ 432	$ 718	$ 667	$ 688

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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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 2022-23

ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	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	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	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.

Funded COLA 2022-23	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	-

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			0.0	0.0	0.0	0.0	0.0	
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			0.0	0.0	0.0	0.0	0.0	
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		0.0	0.0	0.0	0.0	0.0	
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 (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

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	-	-	-	-	-
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	-	-	-	-	-
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:	LCFF	LCFF	LCFF	LCFF	LCFF	
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	-	-	-	-	-	-

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

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 deficited rate**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	268,348	151,414

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

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,219	48
Grades 4-6	10,069	-	1,121	44
Grades 7-8	10,367	-	1,154	45
Grades 9-12	12,015	312	1,372	54

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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 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 (before charter shift)								
	2023-24	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	-	-	-	-	-
	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	-	-	-	-	-
	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					
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 Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

256	202	**NSS Allowance**										
257		**Third Prior Year**	2020-21									
258			**NSS ADA**									
259			Grades TK-3			-	-	-	-	-	-	
260			Grades 4-6			-	-	-	-	-	-	
261			Grades 7-8			-	-	-	-	-	-	
262			Grades 9-12			-	-	-	-	-	-	
263			**P2 NSS ADA**			-	-	-	-	-	-	
264		**Second Prior Year**	2021-22									
265			**NSS ADA**									
266			Grades TK-3			-	-	-	-	-	-	
267			Grades 4-6			-	-	-	-	-	-	
268			Grades 7-8			-	-	-	-	-	-	
269			Grades 9-12			-	-	-	-	-	-	
270			**P2 NSS ADA**			-	-	-	-	-	-	
271		**Prior Year**	2022-23									
272			**NSS ADA**									
273			Grades TK-3			-	-	-	-	-	-	
274			Grades 4-6			-	-	-	-	-	-	
275			Grades 7-8			-	-	-	-	-	-	
276			Grades 9-12			-	-	-	-	-	-	
277			**P2 NSS ADA**			-	-	-	-	-	-	
278			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
279		**Current Year**	2023-24									
280			**NSS ADA**									
281			Grades TK-3			-	-	-	-	-	-	
282			Grades 4-6			-	-	-	-	-	-	
283			Grades 7-8			-	-	-	-	-	-	
284			Grades 9-12			-	-	-	-	-	-	
285			**P2 NSS ADA**			-	-	-	-	-	-	
286			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
287		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
288			**NSS ADA**									
289			Grades TK-3			-	-	-	-	-	-	
290			Grades 4-6			-	-	-	-	-	-	
291			Grades 7-8			-	-	-	-	-	-	
292			Grades 9-12			-	-	-	-	-	-	
293			**P2 NSS ADA**			-	-	-	-	-	-	
294			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

295		**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total	
296							**Base**	**Grade Span**	**Base**	**Grade Span**		
297				Grades TK-3		-	9,919	1,032	-	-	-	
298				Grades 4-6		-	10,069	-	-	-	-	
299				Grades 7-8		-	10,367	-	-	-	-	
300				Grades 9-12		-	12,015	312	-	-	-	
301		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**	
302		**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances				-	-	-	-	-	-	
305		NSS Add-on										
306		NSS Add-on per ADA				-	-	-	-	-		
307		Funded ADA				-	-	-	-	-		
308		NSS Add-on				-	-	-	-	-	-	
309		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**	
310												
311												
312												

313	**RATES**	**2024-25**		**12/13 deficited rate**	
314	**ADA**	**Level / # FTE**	**Allowance**	**(adj. for COLA)**	*The elementary NSS allowance is based on a combination of ADA and the number of full-*
315		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	271,219	153,034	
25 - 48	2	536,727	306,069	
49 - 72	3	802,469	459,103	
73 - 96	4	1,067,976	612,137	
High School				
1 - 19	1	228,561	124,216	
1 - 19	2	325,871	248,433	
1 - 19	3	723,865	551,762	
20 - 38	4	886,800	675,978	
39 - 57	5	1,049,736	800,196	
58 - 71	6	1,212,671	924,412	
72 - 86	7	1,375,607	1,048,629	
87 - 100	8	1,538,542	1,172,846	
101 - 114	9	1,701,478	1,297,062	
115 - 129	10	1,864,413	1,421,278	
130 - 143	11	2,027,349	1,545,495	
144 - 171	12	2,190,285	1,669,712	
172 - 210	13	2,622,556	1,793,928	
211 - 248	14	3,096,053	1,918,145	
249 - 286	15	3,569,557	2,042,361	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2024-25	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,241	77
Grades 4-6	10,177	-	1,141	71
Grades 7-8	10,478	-	1,175	73
Grades 9-12	12,144	316	1,397	87

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	-	-	-	-	-	-	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

342			Grades 4-6	-	-	-	-	-	-		
343			Grades 7-8	-	-	-	-	-	-		
344			Grades 9-12	-	-	-	-	-	-		
345			Third PRIOR YEAR ADA	-	-	-	-	-	-		
346	Third PY NUMBER OF FTE				-	-	-	-	-		
347	Second PY ADA (net of charter shift)										
348		2022-23	Grades TK-3	-	-	-	-	-	-		
349			Grades 4-6	-	-	-	-	-	-		
350			Grades 7-8	-	-	-	-	-	-		
351			Grades 9-12	-	-	-	-	-	-		
352			Second PRIOR YEAR ADA	-	-	-	-	-	-		
353	Second PY NUMBER OF FTE				-	-	-	-	-		
354	PRIOR YEAR ADA (net of charter shift)										
355		2023-24	Grades TK-3	-	-	-	-	-	-		
356			Grades 4-6	-	-	-	-	-	-		
357			Grades 7-8	-	-	-	-	-	-		
358			Grades 9-12	-	-	-	-	-	-		
359			PRIOR YEAR ADA	-	-	-	-	-	-		
360	PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
361	THREE PRIOR YEAR AVERAGE (net of charter shift)										
362			Grades TK-3	-	-	-	-	-	-		
363			Grades 4-6	-	-	-	-	-	-		
364			Grades 7-8	-	-	-	-	-	-		
365			Grades 9-12	-	-	-	-	-	-		
366			3 PY AVERAGE ADA	-	-	-	-	-	-		
367	3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
368	CURRENT YEAR ADA (before charter shift)										
369		2024-25	Grades TK-3	-	-	-	-	-	-	-	
370			Grades 4-6	-	-	-	-	-	-	-	
371			Grades 7-8	-	-	-	-	-	-	-	
372			Grades 9-12	-	-	-	-	-	-	-	
373			CURRENT YEAR ADA	-	-	-	-	-	-	-	
374	CURRENT YEAR NUMBER OF FTE				-	-	-	-	-		

375	**NSS FUNDING CALCULATIONS**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
376	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
377	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
378	NSS Allowance if funded as NSS & on prior year							
379			NSS allowance level	-	-	-	-	-
380			NSS Allowance using PY	-	-	-	-	-
381			NSS Add-on using PY	-	-	-	-	-
382			Total NSS Allowance using PY	-	-	-	-	-
383	NSS Allowance if funded as NSS & on 3 PY average							
384			NSS allowance level	-	-	-	-	-
385			NSS Allowance using 3 PY average	-	-	-	-	-
386			NSS Add-on using 3 PY average	-	-	-	-	-
387			Total NSS Allowance using 3 PY average	-	-	-	-	-
388	NSS Allowance if funded as NSS & on current year							
389			NSS allowance level	-	-	-	-	-
390			NSS Allowance using CY	-	-	-	-	-
391			NSS Add-on using CY	-	-	-	-	-
392			Total NSS Allowance using CY	-	-	-	-	-
393			NSS allowance level >0?	NO	NO	NO	NO	NO
394	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
395			NSS Funding	-	-	-	-	-
396			NSS ADA Grades TK-3	-	-	-	-	-
397			Grades 4-6	-	-	-	-	-
398			Grades 7-8	-	-	-	-	-
399			Grades 9-12	-	-	-	-	-
400			Total	-	-	-	-	-
401			NSS allowance Level	-	-	-	-	-
402								
403								
404								

405		2024-25					
406	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
408	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

409	202	**NSS Allowance**										
410		**Third Prior Year**	2021-22									
411			**NSS ADA**									
412				Grades TK-3		-	-	-	-	-	-	
413				Grades 4-6		-	-	-	-	-	-	
414				Grades 7-8		-	-	-	-	-	-	
415				Grades 9-12		-	-	-	-	-	-	
416				**P2 NSS ADA**		-	-	-	-	-	-	
417		**Second Prior Year**	2022-23									
418			**NSS ADA**									
419				Grades TK-3		-	-	-	-	-	-	
420				Grades 4-6		-	-	-	-	-	-	
421				Grades 7-8		-	-	-	-	-	-	
422				Grades 9-12		-	-	-	-	-	-	
423				**P2 NSS ADA**		-	-	-	-	-	-	
424		**Prior Year**	2023-24									
425			**NSS ADA**									
426				Grades TK-3		-	-	-	-	-	-	
427				Grades 4-6		-	-	-	-	-	-	
428				Grades 7-8		-	-	-	-	-	-	
429				Grades 9-12		-	-	-	-	-	-	
430				**P2 NSS ADA**		-	-	-	-	-	-	
431			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
432		**Current Year**	2024-25									
433			**NSS ADA**									
434				Grades TK-3		-	-	-	-	-	-	
435				Grades 4-6		-	-	-	-	-	-	
436				Grades 7-8		-	-	-	-	-	-	
437				Grades 9-12		-	-	-	-	-	-	
438				**P2 NSS ADA**		-	-	-	-	-	-	
439			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
440		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
441			**NSS ADA**									
442				Grades TK-3		-	-	-	-	-	-	
443				Grades 4-6		-	-	-	-	-	-	
444				Grades 7-8		-	-	-	-	-	-	
445				Grades 9-12		-	-	-	-	-	-	
446				**P2 NSS ADA**		-	-	-	-	-	-	
447			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

		NSS ADA	Rates		Amounts		Total
448	**Exclude: LCFF Adjusted Base Funding for NSS ADA**						
449			**Base**	**Grade Span**	**Base**	**Grade Span**	
450	Grades TK-3	-	10,025	1,043	-	-	-
451	Grades 4-6	-	10,177	-	-	-	-
452	Grades 7-8	-	10,478	-	-	-	-
453	Grades 9-12	-	12,144	316	-	-	-
454	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
455	**Adjusted NSS Allowance (Deficited) for EPA**						
456	Funding at 12-13 levels (deficited)						
457	NSS Allowances	-	-	-	-	-	-
458	NSS Add-on						
459	NSS Add-on per ADA	-	-	-	-	-	
460	Funded ADA	-	-	-	-	-	
461	NSS Add-on	-	-	-	-	-	-
462	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

466	**RATES**	**2025-26**		**12/13 def. rate + COLA for EPA**	
467	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
468		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

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.

Funded COLA 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	1,325	258
Grades 4-6	10,411	-	1,218	238
Grades 7-8	10,719	-	1,254	245
Grades 9-12	12,423	323	1,492	291

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	-	-	-	-	-	-	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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 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		-	-	-	-	-			
CURRENT YEAR ADA (before charter shift)									
2025-26 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	-	-	-	-	-
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	-	-	-	-	-
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	-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances	2025-26 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 Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

562	202	**NSS Allowance**										
563		**Third Prior Year**	2022-23									
564			**NSS ADA**									
565			Grades TK-3			-	-	-	-	-	-	
566			Grades 4-6			-	-	-	-	-	-	
567			Grades 7-8			-	-	-	-	-	-	
568			Grades 9-12			-	-	-	-	-	-	
569			**P2 NSS ADA**			-	-	-	-	-	-	
570		**Second Prior Year**	2023-24									
571			**NSS ADA**									
572			Grades TK-3			-	-	-	-	-	-	
573			Grades 4-6			-	-	-	-	-	-	
574			Grades 7-8			-	-	-	-	-	-	
575			Grades 9-12			-	-	-	-	-	-	
576			**P2 NSS ADA**			-	-	-	-	-	-	
577		**Prior Year**	2024-25									
578			**NSS ADA**									
579			Grades TK-3			-	-	-	-	-	-	
580			Grades 4-6			-	-	-	-	-	-	
581			Grades 7-8			-	-	-	-	-	-	
582			Grades 9-12			-	-	-	-	-	-	
583			**P2 NSS ADA**			-	-	-	-	-	-	
584			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
585		**Current Year**	2025-26									
586			**NSS ADA**									
587			Grades TK-3			-	-	-	-	-	-	
588			Grades 4-6			-	-	-	-	-	-	
589			Grades 7-8			-	-	-	-	-	-	
590			Grades 9-12			-	-	-	-	-	-	
591			**P2 NSS ADA**			-	-	-	-	-	-	
592			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
593		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
594			**NSS ADA**									
595			Grades TK-3			-	-	-	-	-	-	
596			Grades 4-6			-	-	-	-	-	-	
597			Grades 7-8			-	-	-	-	-	-	
598			Grades 9-12			-	-	-	-	-	-	
599			**P2 NSS ADA**			-	-	-	-	-	-	
600			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

601	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
602			**Base**	**Grade Span**	**Base**	**Grade Span**	
603	Grades TK-3	-	10,256	1,067	-	-	-
604	Grades 4-6	-	10,411	-	-	-	-
605	Grades 7-8	-	10,719	-	-	-	-
606	Grades 9-12	-	12,423	323	-	-	-
607	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

608	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
609	Funding at 12-13 levels (deficited)						
610	NSS Allowances	-	-	-	-	-	-
611	NSS Add-on						
612	NSS Add-on per ADA	-	-	-	-	-	
613	Funded ADA	-	-	-	-	-	
614	NSS Add-on	-	-	-	-	-	-
615	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

619	**RATES**	**2026-27**		**12/13 def. rate + COLA for EPA**	
620	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
621		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	284,144	160,327	
25 - 48	2	562,305	320,655	
49 - 72	3	840,710	480,981	
73 - 96	4	1,118,869	641,308	
High School				
1 - 19	1	239,453	130,135	
1 - 19	2	341,400	260,272	
1 - 19	3	758,360	578,056	
20 - 38	4	929,059	708,191	
39 - 57	5	1,099,761	838,329	
58 - 71	6	1,270,460	968,464	
72 - 86	7	1,441,161	1,098,600	
87 - 100	8	1,611,860	1,228,737	
101 - 114	9	1,782,561	1,358,872	
115 - 129	10	1,953,260	1,489,008	
130 - 143	11	2,123,961	1,619,144	
144 - 171	12	2,294,662	1,749,281	
172 - 210	13	2,747,532	1,879,416	
211 - 248	14	3,243,593	2,009,553	
249 - 286	15	3,739,662	2,139,688	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2026-27	2.41%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,503	1,092	1,393	384
Grades 4-6	10,662	-	1,281	353
Grades 7-8	10,977	-	1,319	363
Grades 9-12	12,722	331	1,569	432

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	-	-	-	-	-	-	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

648		Grades 4-6	-	-	-	-	-	-		
649		Grades 7-8	-	-	-	-	-	-		
650		Grades 9-12	-	-	-	-	-	-		
651		Third PRIOR YEAR ADA	-	-	-	-	-	-		
652	Third PY NUMBER OF FTE			-	-	-	-	-		
653	Second PY ADA (net of charter shift)									
654	2024-25	Grades TK-3	-	-	-	-	-	-		
655		Grades 4-6	-	-	-	-	-	-		
656		Grades 7-8	-	-	-	-	-	-		
657		Grades 9-12	-	-	-	-	-	-		
658		Second PRIOR YEAR ADA	-	-	-	-	-	-		
659	Second PY NUMBER OF FTE			-	-	-	-	-		
660	PRIOR YEAR ADA (net of charter shift)									
661	2025-26	Grades TK-3	-	-	-	-	-	-		
662		Grades 4-6	-	-	-	-	-	-		
663		Grades 7-8	-	-	-	-	-	-		
664		Grades 9-12	-	-	-	-	-	-		
665		PRIOR YEAR ADA	-	-	-	-	-	-		
666	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
667	THREE PRIOR YEAR AVERAGE (net of charter shift)									
668		Grades TK-3	-	-	-	-	-	-		
669		Grades 4-6	-	-	-	-	-	-		
670		Grades 7-8	-	-	-	-	-	-		
671		Grades 9-12	-	-	-	-	-	-		
672		3 PY AVERAGE ADA	-	-	-	-	-	-		
673	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
674	CURRENT YEAR ADA (before charter shift)									
675	2026-27	Grades TK-3	-	-	-	-	-	-	-	
676		Grades 4-6	-	-	-	-	-	-	-	
677		Grades 7-8	-	-	-	-	-	-	-	
678		Grades 9-12	-	-	-	-	-	-	-	
679		CURRENT YEAR ADA	-	-	-	-	-	-	-	
680	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

681	**NSS FUNDING CALCULATIONS**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
682	Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible	
683	Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
684	NSS Allowance if funded as NSS & on prior year						
685	NSS allowance level	-	-	-	-	-	
686	NSS Allowance using PY	-	-	-	-	-	
687	NSS Add-on using PY	-	-	-	-	-	
688	Total NSS Allowance using PY	-	-	-	-	-	
689	NSS Allowance if funded as NSS & on 3 PY average						
690	NSS allowance level	-	-	-	-	-	
691	NSS Allowance using 3 PY average	-	-	-	-	-	
692	NSS Add-on using 3 PY average	-	-	-	-	-	
693	Total NSS Allowance using 3 PY average	-	-	-	-	-	
694	NSS Allowance if funded as NSS & on current year						
695	NSS allowance level	-	-	-	-	-	
696	NSS Allowance using CY	-	-	-	-	-	
697	NSS Add-on using CY	-	-	-	-	-	
698	Total NSS Allowance using CY	-	-	-	-	-	
699	NSS allowance level >0?	NO	NO	NO	NO	NO	
700	NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
701	NSS Funding	-	-	-	-	-	
702	NSS ADA Grades TK-3	-	-	-	-	-	
703	Grades 4-6	-	-	-	-	-	
704	Grades 7-8	-	-	-	-	-	
705	Grades 9-12	-	-	-	-	-	
706	Total	-	-	-	-	-	
707	NSS allowance Level	-	-	-	-	-	
708							
709							
710							

711		2026-27					
712	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
713	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
714	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

715	202	**NSS Allowance**										
716		**Third Prior Year**	2023-24									
717			**NSS ADA**									
718			Grades TK-3			-	-	-	-	-	-	
719			Grades 4-6			-	-	-	-	-	-	
720			Grades 7-8			-	-	-	-	-	-	
721			Grades 9-12			-	-	-	-	-	-	
722			**P2 NSS ADA**			-	-	-	-	-	-	
723		**Second Prior Year**	2024-25									
724			**NSS ADA**									
725			Grades TK-3			-	-	-	-	-	-	
726			Grades 4-6			-	-	-	-	-	-	
727			Grades 7-8			-	-	-	-	-	-	
728			Grades 9-12			-	-	-	-	-	-	
729			**P2 NSS ADA**			-	-	-	-	-	-	
730		**Prior Year**	2025-26									
731			**NSS ADA**									
732			Grades TK-3			-	-	-	-	-	-	
733			Grades 4-6			-	-	-	-	-	-	
734			Grades 7-8			-	-	-	-	-	-	
735			Grades 9-12			-	-	-	-	-	-	
736			**P2 NSS ADA**			-	-	-	-	-	-	
737			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
738		**Current Year**	2026-27									
739			**NSS ADA**									
740			Grades TK-3			-	-	-	-	-	-	
741			Grades 4-6			-	-	-	-	-	-	
742			Grades 7-8			-	-	-	-	-	-	
743			Grades 9-12			-	-	-	-	-	-	
744			**P2 NSS ADA**			-	-	-	-	-	-	
745			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
746		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
747			**NSS ADA**									
748			Grades TK-3			-	-	-	-	-	-	
749			Grades 4-6			-	-	-	-	-	-	
750			Grades 7-8			-	-	-	-	-	-	
751			Grades 9-12			-	-	-	-	-	-	
752			**P2 NSS ADA**			-	-	-	-	-	-	
753			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

754	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
755			**Base**	**Grade Span**	**Base**	**Grade Span**	
756	Grades TK-3	-	10,503	1,092	-	-	-
757	Grades 4-6	-	10,662	-	-	-	-
758	Grades 7-8	-	10,977	-	-	-	-
759	Grades 9-12	-	12,722	331	-	-	-
760	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

761	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
762	Funding at 12-13 levels (deficited)						
763	NSS Allowances	-	-	-	-	-	-
764	NSS Add-on						
765	NSS Add-on per ADA	-	-	-	-	-	
766	Funded ADA	-	-	-	-	-	
767	NSS Add-on	-	-	-	-	-	-
768	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

772	**RATES**	**2027-28**		**12/13 def. rate + COLA for EPA**	
773	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
774		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	292,839	165,233	
25 - 48	2	579,512	330,467	
49 - 72	3	866,436	495,699	
73 - 96	4	1,153,106	660,932	
High School				
1 - 19	1	246,780	134,117	
1 - 19	2	351,847	268,236	
1 - 19	3	781,566	595,745	
20 - 38	4	957,488	729,862	
39 - 57	5	1,133,414	863,982	
58 - 71	6	1,309,336	998,099	
72 - 86	7	1,485,261	1,132,217	
87 - 100	8	1,661,183	1,266,336	
101 - 114	9	1,837,107	1,400,453	
115 - 129	10	2,013,030	1,534,572	
130 - 143	11	2,188,954	1,668,690	
144 - 171	12	2,364,879	1,802,809	
172 - 210	13	2,831,606	1,936,926	
211 - 248	14	3,342,847	2,071,045	
249 - 286	15	3,854,096	2,205,162	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2027-28	3.06%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,824	1,126	1,511	638
Grades 4-6	10,988	-	1,389	586
Grades 7-8	11,313	-	1,430	604
Grades 9-12	13,111	341	1,701	718

ADA & NSS FTE — **2027-28**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

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

801		Grades 4-6	-	-	-	-	-	-		
802		Grades 7-8	-	-	-	-	-	-		
803		Grades 9-12	-	-	-	-	-	-		
804		Third PRIOR YEAR ADA	-	-	-	-	-	-		
805	Third PY NUMBER OF FTE			-	-	-	-	-		
806	Second PY ADA (net of charter shift)									
807	2025-26	Grades TK-3	-	-	-	-	-	-		
808		Grades 4-6	-	-	-	-	-	-		
809		Grades 7-8	-	-	-	-	-	-		
810		Grades 9-12	-	-	-	-	-	-		
811		Second PRIOR YEAR ADA	-	-	-	-	-	-		
812	Second PY NUMBER OF FTE			-	-	-	-	-		
813	PRIOR YEAR ADA (net of charter shift)									
814	2026-27	Grades TK-3	-	-	-	-	-	-		
815		Grades 4-6	-	-	-	-	-	-		
816		Grades 7-8	-	-	-	-	-	-		
817		Grades 9-12	-	-	-	-	-	-		
818		PRIOR YEAR ADA	-	-	-	-	-	-		
819	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
820	THREE PRIOR YEAR AVERAGE (net of charter shift)									
821		Grades TK-3	-	-	-	-	-	-		
822		Grades 4-6	-	-	-	-	-	-		
823		Grades 7-8	-	-	-	-	-	-		
824		Grades 9-12	-	-	-	-	-	-		
825		3 PY AVERAGE ADA	-	-	-	-	-	-		
826	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
827	CURRENT YEAR ADA (before charter shift)									
828	2027-28	Grades TK-3	-	-	-	-	-	-	-	
829		Grades 4-6	-	-	-	-	-	-	-	
830		Grades 7-8	-	-	-	-	-	-	-	
831		Grades 9-12	-	-	-	-	-	-	-	
832		CURRENT YEAR ADA	-	-	-	-	-	-	-	
833	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

834	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
835	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
836	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
837	NSS Allowance if funded as NSS & on prior year						
838		NSS allowance level	-	-	-	-	-
839		NSS Allowance using PY	-	-	-	-	-
840		NSS Add-on using PY	-	-	-	-	-
841		Total NSS Allowance using PY	-	-	-	-	-
842	NSS Allowance if funded as NSS & on 3 PY average						
843		NSS allowance level	-	-	-	-	-
844		NSS Allowance using 3 PY average	-	-	-	-	-
845		NSS Add-on using 3 PY average	-	-	-	-	-
846		Total NSS Allowance using 3 PY average	-	-	-	-	-
847	NSS Allowance if funded as NSS & on current year						
848		NSS allowance level	-	-	-	-	-
849		NSS Allowance using CY	-	-	-	-	-
850		NSS Add-on using CY	-	-	-	-	-
851		Total NSS Allowance using CY	-	-	-	-	-
852		NSS allowance level >0?	NO	NO	NO	NO	NO
853	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
854		NSS Funding	-	-	-	-	-
855		NSS ADA Grades TK-3	-	-	-	-	-
856		Grades 4-6	-	-	-	-	-
857		Grades 7-8	-	-	-	-	-
858		Grades 9-12	-	-	-	-	-
859		Total	-	-	-	-	-
860		NSS allowance Level	-	-	-	-	-
861							
862							
863							

864				2027-28			
865	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
866	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
867	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Graphs Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

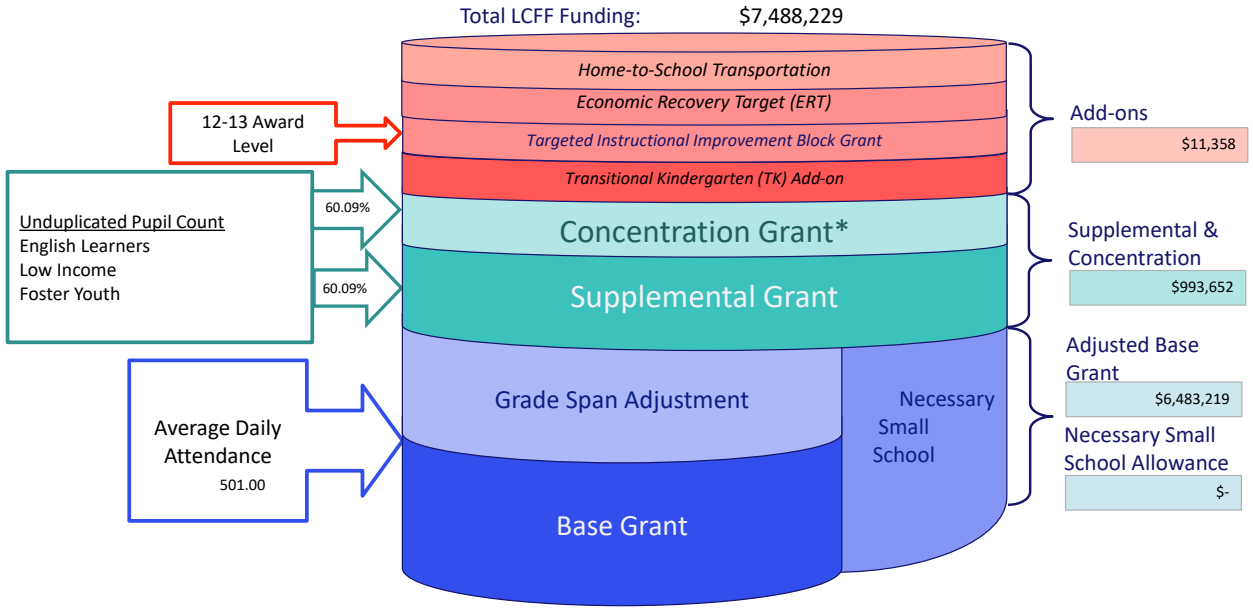
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for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

2026-27

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

	2026-27			
Base Grant	$ 6,317,920		501.00	ADA
Grade Span Adjustment	$ 165,299		$ 6,483,219	Adjusted Base Grant
Supplemental Grant	$ 779,154	60.09%		
Concentration Grant	$ 214,498	60.09%	$ 993,652	Supplemental & Concentration
Allowance: Necessary Small School	$ -		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$ -			
Add-on: Home-to-School Transportation	$ -			
Add-on: Small School District Bus Replacement Program	$ -		$ 11,358	Add-ons
Add-on Economic Recovery Target	$ -			
Add-on: Transitional Kindergarten	$ 11,358			
Total	$ 7,488,229		$ 7,488,229	



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

Supplemental Grant Calculation-EC 42238.02 (e)

Graphs Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

2026-27	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	a	*b*	*c*	*d = (a+b) x c*	*e*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	20.00%	$ 2,319.00	60.09%	**$ 1,393.49**	8.00	**11,148**
Grades 4-6	$ 10,662	$ -	20.00%	$ 2,132.40	60.09%	**$ 1,281.36**	10.00	**12,814**
Grades 7-8	$ 10,977	$ -	20.00%	$ 2,195.40	60.09%	**$ 1,319.22**	10.00	**13,192**
*Grades 9-12	$ 12,722	$ 331	20.00%	$ 2,610.60	60.09%	**$ 1,568.71**	473.00	**742,000**
**Base Grant + Grade Span*								**$ 779,154**

Concentration Grant Calculation-EC 42238.02 (f)

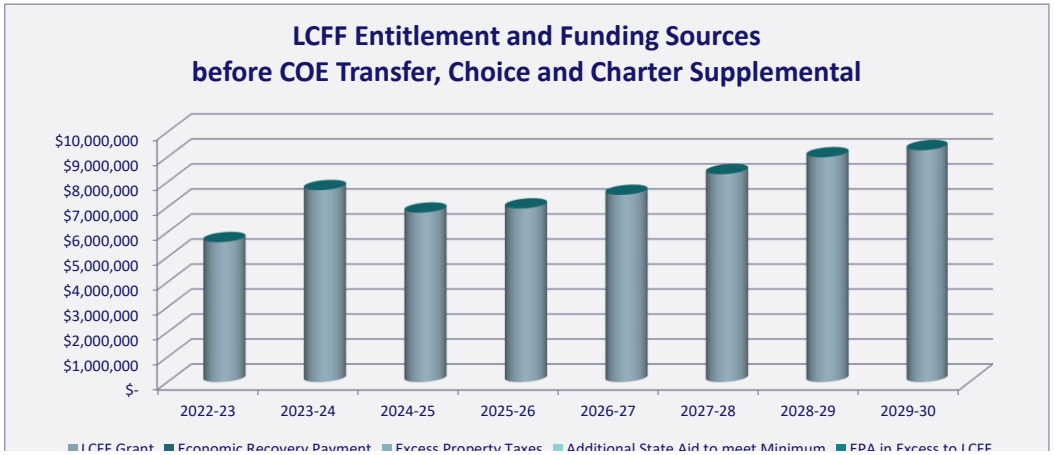
2026-27	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant
	a	*b*	*c*	*d = (a+b) x c x 45%*	*e = UPP - 55%*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	65.00%	$ 3,391.54	5.09%	**$ 383.62**	8.00	**3,069**
Grades 4-6	$ 10,662	$ -	65.00%	$ 3,118.64	5.09%	**$ 352.75**	10.00	**3,528**
Grades 7-8	$ 10,977	$ -	65.00%	$ 3,210.77	5.09%	**$ 363.17**	10.00	**3,632**
*Grades 9-12	$ 12,722	$ 331	65.00%	$ 3,818.00	5.09%	**$ 431.86**	473.00	**204,269**
**Base Grant + Grade Span*								**$ 214,498**

Graphs Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

Funding Sources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 5,599,635	$ 7,678,079	$ 6,778,503	$ 6,944,458	$ 7,488,229	$ 8,315,627	$ 8,990,945	$ 9,272,966
Total General Purpose Funding	$ 5,599,635	$ 7,678,079	$ 6,778,503	$ 6,944,458	$ 7,488,229	$ 8,315,627	$ 8,990,945	$ 9,272,966



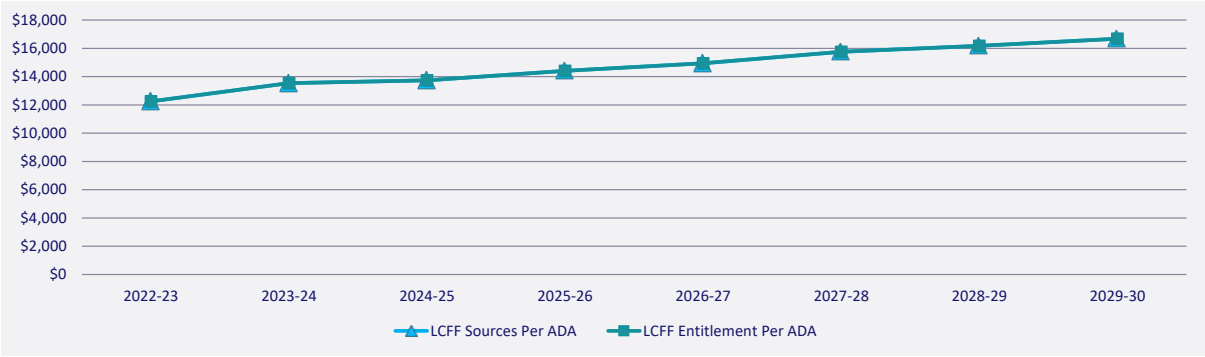
Graphs Tab

Method Schools, LA (137703) - Method Schools LA 2025-26 2nd Interim LCFF Calculator

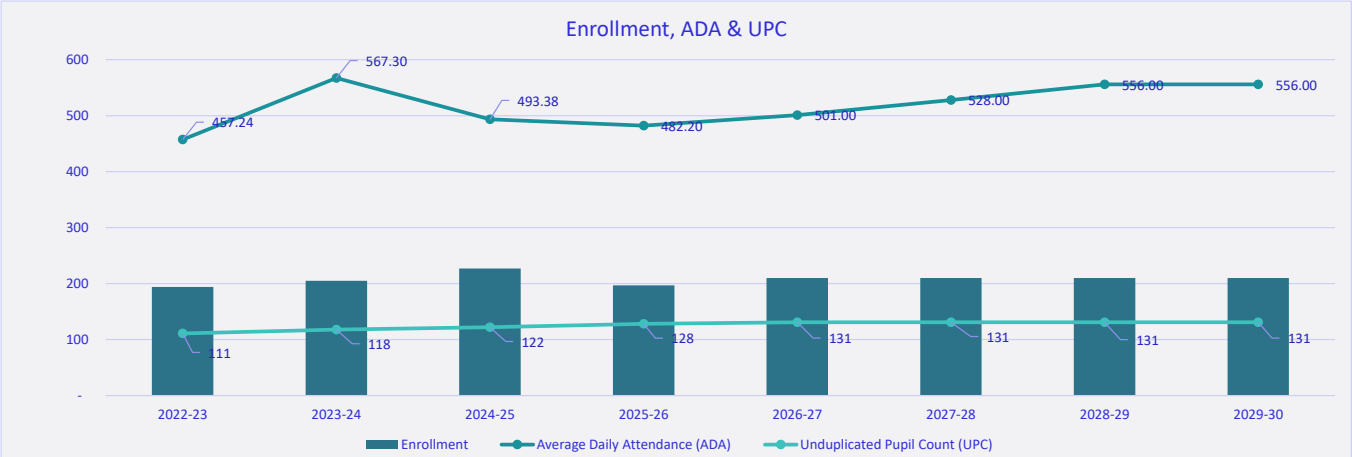
Charts and Graphs

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

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00
LCFF Sources per ADA, including NSS	$ 12,246.60	$ 13,534.42	$ 13,738.91	$ 14,401.61	$ 14,946.56	$ 15,749.29	$ 16,170.76	$ 16,678.00
Net Dollar Change per ADA		$ 1,287.83	$ 204.48	$ 662.70	$ 544.95	$ 802.73	$ 421.47	$ 507.23
Net Percent Change		10.52%	1.51%	4.82%	3.78%	5.37%	2.68%	3.14%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 12,246.60	$ 13,534.42	$ 13,738.91	$ 14,401.61	$ 14,946.56	$ 15,749.29	$ 16,170.76	$ 16,678.00
Net Change per ADA		$ 1,287.83	$ 204.48	$ 662.70	$ 544.95	$ 802.73	$ 421.47	$ 507.23
Net Percent Change		10.52%	1.51%	4.82%	3.78%	5.37%	2.68%	3.14%



Student Summary, excluding COE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	194	205	227	197	210	210	210	210
Unduplicated Pupil Count (UPC)	111	118	122	128	131	131	131	131
Average Daily Attendance (ADA)	457.24	567.30	493.38	482.20	501.00	528.00	556.00	556.00



Actuals required through the month of : October	Object	2025-26 First	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals
A. BEGINNING CASH			24,141,810	24,169,061	23,915,235	23,654,714	23,483,663	23,367,350	22,920,530
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	6,708,440	329,721	329,721	618,167	593,498	593,498	618,167	593,498
In Lieu Property Taxes	8096	236,018		14,709	29,418	19,612	19,612	19,612	19,612
Miscellaneous Funds	8080-8098								
Federal Revenue	8100-8299	36,320	0	0	0	0	0	0	0
Other State Revenue	8300-8599	839,255	3,987	3,987	7,176	123,027	18,882	216,145	40,643
Other Local Revenue	8600-8799	300,000	29,319	31,543	30,689	31,478	57	57,058	14,512
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		**8,120,033**	**363,027**	**379,960**	**685,450**	**767,615**	**632,049**	**910,983**	**668,265**
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,040,623	316,764	326,455	206,691	215,161	285,417	357,011	218,777
Classified Salaries	2000-2999	1,208,274	60,129	86,594	87,746	90,659	105,771	117,592	89,781
Employee Benefits	3000-3999	1,033,913	127,836	65,793	73,037	67,761	69,885	96,919	82,497
Books and Supplies	4000-4999	566,000	61,339	32,780	19,837	88,214	4,274	31,900	31,459
Services	5000-5999	964,045	85,074	50,512	66,275	152,742	104,756	46,787	38,197
Capital Outlay	6000-6599	0							
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
TOTAL DISBURSEMENTS		**6,812,855**	**651,141**	**562,135**	**453,585**	**614,537**	**570,104**	**650,208**	**460,711**
D. BALANCE SHEET ITEMS		**Beginning**							
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	144,468	(131,308)	69,194	(174,984)	(61,261)	104,378	(66,616)	81,586
Due From Other Funds	9310	757,953	757,953						
Stores	9320								
Prepaid Expenditures	9330	35,647	29,906			(56,010)			
Other Current Assets	9340	147,888				0			
Deferred Outflows of Resources	9490								
SUBTOTAL		**1,085,956**	**656,551**	**69,194**	**(174,984)**	**(117,271)**	**104,378**	**(66,616)**	**81,586**
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	283,741	187,606	(18,949)	40,956	(69,588)	6,191	57,673	(11,780)
Due To Other Funds	9610	3,201,297	153,580	153,580	276,445	276,445	276,445	583,305	276,445
Current Loans	9640	0	0						
Unearned Revenues	9650	726,376	0	6,214					
Deferred Inflows of Resources	9690								
SUBTOTAL		**4,211,414**	**341,186**	**140,845**	**317,401**	**206,857**	**282,636**	**640,978**	**264,665**
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		(3,125,458)	315,365	(71,651)	(492,385)	(324,128)	(178,258)	(707,594)	(183,079)
E. NET INCREASE/DECREASE (B - C + D)			27,251	(253,826)	(260,520)	(171,051)	(116,313)	(446,820)	24,475
F. ENDING CASH (A + E)			24,169,061	23,915,235	23,654,714	23,483,663	23,367,350	22,920,530	22,945,006
G. ENDING CASH, PLUS ACCRUALS									

Actuals required through the month of : October	Object	2025-26 First	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals
A. BEGINNING CASH			22,945,006	22,814,012	22,728,407	22,601,362	22,474,318	
B. RECEIPTS								
LCFF/Revenue Limit Sources								
Principal Apportionment	8010-8019	6,708,440	596,566	621,235	596,566	596,566	621,235	
In Lieu Property Taxes	8096	236,018	12,821	33,541	16,770	16,770	16,770	16,770
Miscellaneous Funds	8080-8098							
Federal Revenue	8100-8299	36,320	0	0	0	0	0	36,320
Other State Revenue	8300-8599	839,255	85,081	85,081	85,081	85,081	85,081	
Other Local Revenue	8600-8799	300,000	21,069	21,069	21,069	21,069	21,069	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
TOTAL RECEIPTS		**8,120,033**	**715,538**	**760,926**	**719,487**	**719,487**	**744,156**	**53,090**
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	3,040,623	222,869	222,869	222,869	222,869	222,869	
Classified Salaries	2000-2999	1,208,274	114,001	114,001	114,001	114,001	114,001	
Employee Benefits	3000-3999	1,033,913	90,037	90,037	90,037	90,037	90,037	
Books and Supplies	4000-4999	566,000	59,240	59,240	59,240	59,240	59,240	
Services	5000-5999	964,045	83,940	83,940	83,940	83,940	83,940	
Capital Outlay	6000-6599	0						
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
TOTAL DISBURSEMENTS		**6,812,855**	**570,087**	**570,087**	**570,087**	**570,087**	**570,087**	**0**
D. BALANCE SHEET ITEMS		**Beginning**						
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299	144,468						
Due From Other Funds	9310	757,953						
Stores	9320							
Prepaid Expenditures	9330	35,647						
Other Current Assets	9340	147,888						
Deferred Outflows of Resources	9490							
SUBTOTAL		**1,085,956**	**0**	**0**	**0**	**0**	**0**	**0**
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599	283,741						
Due To Other Funds	9610	3,201,297	276,445	276,445	276,445	276,445	276,445	
Current Loans	9640	0						
Unearned Revenues	9650	726,376						
Deferred Inflows of Resources	9690							
SUBTOTAL		**4,211,414**	**276,445**	**276,445**	**276,445**	**276,445**	**276,445**	**0**
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		(3,125,458)	(276,445)	(276,445)	(276,445)	(276,445)	(276,445)	0
E. NET INCREASE/DECREASE (B - C + D)			(130,994)	(85,605)	(127,045)	(127,045)	(102,376)	53,090
F. ENDING CASH (A + E)			22,814,012	22,728,407	22,601,362	22,474,318	22,371,942	
G. ENDING CASH, PLUS ACCRUALS								

Method Schools LA - Cash Flow Statement 1/31/25

Actuals required through the month of : October	Object	2025-26 First	Adjustments	TOTAL
A. BEGINNING CASH				
B. RECEIPTS				
LCFF/Revenue Limit Sources				
Principal Apportionment	8010-8019	6,708,440		6,708,440
In Lieu Property Taxes	8096	236,018		236,018
Miscellaneous Funds	8080-8098			0
Federal Revenue	8100-8299	36,320		36,320
Other State Revenue	8300-8599	839,255		839,255
Other Local Revenue	8600-8799	300,000		300,000
Interfund Transfers In	8910-8929			0
All Other Financing Sources	8930-8979			0
TOTAL RECEIPTS		**8,120,033**	**0**	**8,120,033**
C. DISBURSEMENTS				
Certificated Salaries	1000-1999	3,040,623		3,040,623
Classified Salaries	2000-2999	1,208,274		1,208,274
Employee Benefits	3000-3999	1,033,913		1,033,913
Books and Supplies	4000-4999	566,000		566,000
Services	5000-5999	964,045		964,045
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		**6,812,855**	**0**	**6,812,855**
D. BALANCE SHEET ITEMS		**Beginning**		
Assets and Deferred Outflows				
Cash Not In Treasury	9111-9199			0
Accounts Receivable	9200-9299	144,468		(179,011)
Due From Other Funds	9310	757,953		757,953
Stores	9320			0
Prepaid Expenditures	9330	35,647		(26,104)
Other Current Assets	9340	147,888		0
Deferred Outflows of Resources	9490			0
SUBTOTAL		**1,085,956**	**0**	**552,838**
Liabilities and Deferred Inflows				
Accounts Payable	9500-9599	283,741		192,109
Due To Other Funds	9610	3,201,297		3,378,470
Current Loans	9640	0		0
Unearned Revenues	9650	726,376		6,214
Deferred Inflows of Resources	9690			0
SUBTOTAL		**4,211,414**	**0**	**3,576,793**
Nonoperating				
Suspense Clearing	9910			0
TOTAL BALANCE SHEET ITEMS		(3,125,458)	0	(3,023,956)
E. NET INCREASE/DECREASE (B - C + D)			0	(1,716,778)
F. ENDING CASH (A + E)				
G. ENDING CASH, PLUS ACCRUALS				**22,425,033**

2025-26 Adopted Budget Report Narrative – Method Summit Academy

1. Key Statistics

2025-26 Adopted Budget P-2 ADA: 180
2025-26 2nd Interim P-2 ADA: 71

2. Revenue Assumptions

The ADA utilized in the LCFF calculator for the Adopted Budget was based on a projected P-2 of 180 for Method Summit Academy. Method believed they could achieve this ADA in Year 1 of operations as most of the projected students for the Summit Academy would transfer from the existing Method Schools NCB charter authorized out of Dehesa.

Due to a variety of factors Method Summit Academy is now projecting 71 ADA as the 2025-26 P-2. MSA agreed to allow Dehesa Elementary to enroll K-5 students and some students chose to stay with Method Schools NCB.

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 $983,290.

The basis for Other State Revenues is a combination of the following revenue sources: State Special Education and Mental Health Funding ($69,531). Method Summit Academy has already applied for and been accepted into El Dorado SELPA and will expect to receive Special Education funding in February since 2052-26 P-1 is submitted.

Non-Prop 20 Lottery Funds ($13,571) and Prop 20 Lottery Funds ($5,826) have been budgeted for 2025-26, but Method Summit acknowledges these funds will not be received until December 2026. Mandate Block Grant and Prop 28 revenues were not budgeted for. All revenue sources are based on the most recent projections from California School Services.

Method Sports Academy does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs and Federal Special Education Revenues were not budgeted as those will not be received in operating Year 1. Federal Special Education Revenue will begin in Year 2.

Method Sports Academy did not budget any local revenue. A small amount of interest income could be earned after funds are deposited with San Diego County Treasurer, but for conservative budgeting it was not included in local revenue.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method Summit Academy will have approximately 4 Certificated Staff members on staff during 2025-26, equating to approximately 4 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $78,571 per FTE. Method offers a competitive medical plan and a 403(b) employer match of 7% for employees. Method Summit Academy will not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26 as the school's

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

Overall, 4000 level expenditures decreased by $276,600 when compared to the Adopted Budget primarily due to a restructure of coaching costs. Method is projecting to spend $387,000 on 4000 level expenditures for 2025-26. Most of these expenditures will be for supplemental curriculum vendors who help support Method's sports program. Remaining costs in the 4000 level account for 4100 Core Curriculum, 4300 Materials and Supplies and $16,600 for Computers and Furniture.

Method Summit Academy is projected to spend $251,000 in 5000 level expenditures for Services and Other Operating Expenditures. This category includes appropriate costs for District Oversight, Legal Services, Back Office Services, Special Education Contracted Services, among other services and contracts. The 5000 level expenditures decreased by $53,208 when compared to the Adopted Budget due to the decrease in students.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

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

Obligations for Debt Repayment

Response: Method Summit Academy is projected to have a small amount of internal debt at the close of the 2025-26 fiscal year. As documented in the cashflow exhibit, Method Summit Academy is projecting a short-term start up loan for cash flow purposes in Year 1. The loan is

needed for cashflow purposes during the initial operating months, before Summit Academy receives their first apportionment in February 2026. Over the course of the year, Method Schools San Diego provided additional start-up funds in October and December 2025. The majority of the loan is expected to be paid back by June 30th, 2026 with a nominal interest charge of $5,000. That interest cost has been included in the budget under Section 7.

Changes in Ending Fund Balances

Response: Method Summit Academy is projected to end the 2025-26 fiscal year with a negative fund balance of $150,117 after its first operating year.

Assignment of Ending Fund Balances

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

Cash Flows

Response: As mentioned above in the debt section, Method Summit Academy is utilizing a startup loan from Method San Diego to help with cash flow during the first operating year. The loan will be short term in nature as it will be expected to be paid back before 6/30/2026. As reflected on the cash flow exhibit, the startup loan is the source of the beginning cash balance on the cashflow. Of the total provided by Method Schools San Diego, MSA expects to repay the loan by the end of the 2025-26 fiscal year.

Method Summit Academy did not apply for either the PENSEC or 20-Day Advanced Apportionments from the CDE. Therefore, the school's first apportionment will not be received until February 2026 after the certification of the 2025-26 P-1 Attendance Report. Once P-1 Attendance is submitted, Method Summit Academy will be on the regularly scheduled apportionment schedule for the months of February – June 2026. ILPT Revenues were also projected on the same schedule as LCFF Funding.

Special Education Funding will begin in February 2026 once P-1 is submitted and Method Summit Academy's ADA is added to El Dorado's apportionment schedule.

CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2025 to June 30, 2026

Charter School Certification

Charter School Name:	Method Summit Academy
CDS #:	37-68049-0165290
Charter Approving Entity:	Dehesa Elementary
County:	San Diego
Charter #:	2161

For information regarding this report, please contact:

For Approving Entity:	For Charter School:
Bradley Johnson	Stefanie Bryant
Name	Name
Superintendent	Director of Accounting
Title	Title
619-444-2161	801.360.9819
Telephone	Telephone
bradley.johnson@dehesasd.net	sbryant@methodschools.org
E-mail address	E-mail address

To the entity that approved the charter school:

(x) 2025-26 CHARTER SCHOOL FIRST 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 Stefanie Bryant Title: Director of Accounting

To the Dehesa Elementary School District

(x) 2025-26 CHARTER SCHOOL FIRST 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
(Original signature required)

Printed _____ Title: _____

To the Superintendent of Public Instruction:

(x) 2025-26 CHARTER SCHOOL FIRST 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, 2025 to June 30, 2026

Charter School Name: Method Summit Academy
CDS #: 37-68049-0165290
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 2161

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	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	2,087,940.00	2,087,940	0	819,489		819,489	(1,268,451)
Education Protection Account - Current Year	8012	36,000.00	36,000	0	14,210		14,210	(21,790)
State Aid - Prior Years	8019	39,420.00	39,420	0	0		0	(39,420)
Transfer of Charter Schools in Lieu of Property Taxes	8096	0.00	0	0	12,860		12,860	12,860
Other LCFF Transfers	8091, 8097	0.00	0	0	0		0	0
Total, LCFF Sources		**2,163,360**	**2,163,360**	**0**	**846,559**		**846,559**	**(1,316,801)**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	0	0		0	0	0
Special Education - Federal	8181, 8182	0.00	0	0		0	0	0
Child Nutrition - Federal	8220	0.00	0	0		0	0	0
Other Federal Revenues	8290	0.00	0		0	47,803	47,803	47,803
Total, Federal Revenues		**0**	0	**0**	**0**	**47,803**	**47,803**	**47,803**
3. Other State Revenues								
Special Education - State	StateRevSE	176,152.00	176,152	0		69,531	69,531	(106,621)
Child Nutrition Programs	8520	0.00	0	0		0	0	0
Mandated Costs Reimbursements	8550	0.00	0	0	0		0	0
Lottery - Unrestricted and Instructional Materials	8560	0.00	0	0	13,571	5,826	19,397	19,397
Low Performing Student Block Grant	8590	0.00	0		0	0	0	0
All Other State Revenues	StateRevAO	0.00	0		0	0	0	0
Total, Other State Revenues		**176,152**	**176,152**	**0**	**13,571**	**75,357**	**88,928**	**(87,224)**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO			0	0	0	0	0
Total, Local Revenues		**0**	**0**	**0**	**0**	**0**	**0**	**0**
5. TOTAL REVENUES		**2,339,512**	**2,339,512**	**0**	**860,130**	**123,160**	**983,290**	**(1,356,222)**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	620,856	620,856	156,481	200,014	22,304	222,318	(398,538)
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	130,055	130,055	26,550	42,058	2,187	44,245	(85,810)
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		**750,911**	**750,911**	**183,031**	**242,073**	**24,490**	**266,563**	**(484,348)**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	58,654	58,654	6,536	31,743	0	31,743	(26,911)
Non-certificated Support Salaries	2200	0	0	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	95,378	95,378	31,806	27,440	0	27,440	(67,938)
Clerical and Office Salaries	2400	151,180	151,180	33,313	60,827	817	61,644	(89,536)
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		**305,212**	**305,212**	**71,656**	**120,010**	**817**	**120,827**	**(184,385)**

Description	Object Code	Original Budget	Board Approved	Actuals to	Second Interim	Second Interim	Second Interim	Difference (Col
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	85,156	85,156	19,327	29,047	1,936	30,983	(54,173)
Health and Welfare Benefits	3401-3402	108,148	108,148	29,829	37,229	2,489	39,718	(68,430)
Unemployment Insurance	3501-3502	9,600	9,600	1,292	3,004	196	3,200	(6,400)
Workers' Compensation Insurance	3601-3602	8,905	8,905	2,643	3,240	0	3,240	(5,665)
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	71,243	71,243	11,513	24,479	1,771	26,250	(44,993)
Total, Employee Benefits		**283,052**	**283,052**	**64,604**	**96,998**	**6,393**	**103,391**	**(179,661)**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	54,600	54,600	20,667	2,457	30,543	33,000	(21,600)
Books and Other Reference Materials	4200	560,000	560,000	271,830	329,174	5,826	335,000	(225,000)
Materials and Supplies	4300	18,000	18,000	1,138	1,314	686	2,000	(16,000)
Noncapitalized Equipment	4400	30,600	30,600	6,650	6,043	10,557	16,600	(14,000)
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		**663,200**	**663,200**	**300,285**	**338,987**	**47,613**	**386,600**	**(276,600)**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	31,200	31,200	6,686	13,800	0	13,800	(17,400)
Dues and Memberships	5300	2,400	2,400	1,448	1,800	0	1,800	(600)
Insurance	5400	10,800	10,800	3,457	4,400	0	4,400	(6,400)
Operations and Housekeeping Services	5500	4,920	4,920	906	1,640	0	1,640	(3,280)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	19,920	19,920	85,692	158,000	0	158,000	138,080
Professional/Consulting Services and Operating Expend.	5800	202,594	202,594	31,323	38,570	24,016	62,586	(140,008)
Communications	5900	32,400	32,400	5,430	8,800	0	8,800	(23,600)
Total, Services and Other Operating Expenditures		**304,234**	**304,234**	**134,943**	**227,010**	**24,016**	**251,026**	**(53,208)**
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**
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	5,000	5,000	0	5,000	0	5,000	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		**5,000**	**5,000**	**0**	**5,000**	**0**	**5,000**	**0**
8. TOTAL EXPENDITURES		**2,311,609**	**2,311,609**	**754,518**	**1,030,079**	**103,328**	**1,133,407**	**(1,178,202)**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		27,903	27,903	(754,518)	(169,949)	19,831	(150,117)	178,020
Description	**Object Code**	**Original Budget**	**Board Approved**	**Actuals to**	**Second Interim**	**Second Interim**	**Second Interim**	**Difference (Col**
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)		27,903	27,903	(754,518)	(169,949)	19,831	(150,117)	178,020
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	0	0		0		0	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795						0	0
c. Adjusted Beginning Balance		0	0		0	0	0	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**27,903**	**27,903**		**(169,949)**	**19,831**	**(150,117)**	
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**	**27,903**	**27,903**		**(169,949)**	**19,831**	**(150,117)**	

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Method Summit Academy
CDS #: 37-68049-0165290
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 2161
Fiscal Year: 2025-26

Description	Object Code	2025-26 (populated from Alternative Form Tab) Second Interim	Second Interim	Second Interim	Totals for 2026-27	Totals for 2027-28
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	819,489		819,489	1,794,041	2,021,073
Education Protection Account - Current Year	8012	14,210		14,210	30,000	33,000
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	12,860		12,860	27,150	29,865
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		**846,559**		**846,559**	**1,851,191**	**2,083,938**
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182			0	11,368	24,000
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	47,803	47,803	0	0
Total, Federal Revenues		**0**	**47,803**	**47,803**	**11,368**	**24,000**
3. Other State Revenues						
Special Education - State	StateRevSE		69,531	69,531	146,793	161,472
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	0		0	4,285	4,723
Lottery - Unrestricted and Instructional Materials	8560	13,571	5,826	19,397	40,950	45,045
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	0	0	10,515	22,200
Total, Other State Revenues		**13,571**	**75,357**	**88,928**	**202,543**	**233,440**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	0	0	0	10,000	10,000
Total, Local Revenues		**0**	**0**	**0**	**10,000**	**10,000**
5. TOTAL REVENUES		**860,130**	**123,160**	**983,290**	**2,075,102**	**2,351,378**
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	200,014	22,304	222,318	388,895	432,063
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	42,058	2,187	44,245	72,905	81,303
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		**242,073**	**24,490**	**266,563**	**461,800**	**513,366**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	31,743	0	31,743	36,139	40,243
Non-certificated Support Salaries	2200	0	0	0	0	0
Non-certificated Supervisors' and Administrators' Sal.	2300	27,440	0	27,440	53,842	60,356
Clerical and Office Salaries	2400	60,827	817	61,644	99,633	111,727
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		**120,010**	**817**	**120,827**	**189,614**	**212,326**
Description	**Object Code**	**Second Interim**	**Second Interim**	**Second Interim**	**Totals for 2026-**	**Totals for**
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	29,047	1,936	30,983	52,118	58,081
Health and Welfare Benefits	3401-3402	37,229	2,489	39,718	67,994	76,967
Unemployment Insurance	3501-3502	3,004	196	3,200	5,120	5,440
Workers' Compensation Insurance	3601-3602	3,240	0	3,240	5,450	6,074
Retiree Benefits	3701-3702	0	0	0		
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
Other Employee Benefits	3901-3902	24,479	1,771	26,250	44,128	49,148
Total, Employee Benefits		**96,998**	**6,393**	**103,391**	**174,810**	**195,710**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,457	30,543	33,000	57,024	67,745
Books and Other Reference Materials	4200	329,174	5,826	335,000	578,880	687,709
Materials and Supplies	4300	1,314	686	2,000	3,456	4,106
Noncapitalized Equipment	4400	6,043	10,557	16,600	28,685	34,078
Food	4700	0	0	0	0	0
Total, Books and Supplies		**338,987**	**47,613**	**386,600**	**668,045**	**793,638**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	13,800	0	13,800	23,846	28,330
Dues and Memberships	5300	1,800	0	1,800	3,110	3,695
Insurance	5400	4,400	0	4,400	7,603	9,033
Operations and Housekeeping Services	5500	1,640	0	1,640	2,834	3,367
Rentals, Leases, Repairs, and Noncap. Improvements	5600	158,000	0	158,000	273,024	324,353

Description	Object Code	Second Interim	Second Interim	Second Interim	Totals for 2026-	Totals for
Professional/Consulting Services and Operating Expend.	5800	38,570	24,016	62,586	112,031	131,940
Communications	5900	8,800	0	8,800	15,206	18,065
Total, Services and Other Operating Expenditures		**227,010**	**24,016**	**251,026**	**437,654**	**518,783**
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 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	5,000	0	5,000	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**5,000**	**0**	**5,000**	**0**	**0**
8. TOTAL EXPENDITURES		**1,030,079**	**103,328**	**1,133,407**	**1,931,923**	**2,233,823**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		**(169,949)**	**19,831**	**(150,117)**	**143,179**	**117,555**
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)		**(169,949)**	**19,831**	**(150,117)**	**143,179**	**117,555**
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	0		0	(150,117)	(6,938)
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0	0	0
c. Adjusted Beginning Balance		0	0	0	(150,117)	(6,938)
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**(169,949)**	**19,831**	**(150,117)**	**(6,938)**	**110,617**
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	100,177	112,592
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	(169,949)	19,831	(150,117)	(107,115)	(1,975)

LCFF Calculator Caveats

v.26.2a **1/12/26**

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.
	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.
	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.
NEW 2024-25	On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

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.

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.

NEW 2025-26

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

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

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

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 with necessary small schools should refer to the Instructions tab. 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

NEW 2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW 2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

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.

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

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.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

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.

- **In Lieu of Taxes:** 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.
- **Necessary Small 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 grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

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. If "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding.

- **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 or calculates the in-lieu transfers outside of this tool. 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. 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 or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**

- **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

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2a 1/12/26

CDE Funding Rates and Information: www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

165290	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	New LEA
YES	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator
Charter	Projection Type	Created by:	Eve Laurelin
		Email:	elaurelin@methodschools.org
	Projection Date	Phone:	(951) 331-03929 ext 7035

DATA ONLY - NO CALCULATIONS

New LEA (165290)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(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)				*65.00%*	*65.00%*	*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)*				13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
Statutory COLA				*6.56%*	*8.22%*	*1.07%*	*2.30%*	*2.41%*	*3.06%*	*3.34%*	*3.14%*
Augmentation/(COLA Suspension)				*6.70%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				*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*)				$ -	$ -	$ -	$ 5,545	$ 5,679	$ 5,853	$ 6,048	$ 6,238
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				12.74780911%	21.98880689%	49.68656772%					
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.84814107%	22.03836064%	49.68656772%					
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					

New LEA (165290)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF												
NEW CHARTER SCHOOLS							New Charter School Name:					
							Year that charter starts operation (select from drop down list):		2025-26			
(a) TRANSFER OF IN-LIEU PROPERTY TAX					Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	**In-Lieu of Property Tax**				-	-	-	12,860	27,150	29,865	29,865	29,865
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)												
A-1, A-2, A-3	**Enrollment**		-	-	-	-	-	89	167	183	183	183
B-1, B-2, B-3	**Unduplicated Pupil Count**		-	-	-	-	-	39	39	39	39	39
	Single Year Unduplicated Pupil Percentage				0.00%	0.00%	0.00%	43.82%	23.40%	21.27%	21.27%	21.27%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	43.82%	30.51%	26.65%	21.94%	21.27%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location												
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 (%)**				**0.00%**	**0.00%**	**0.00%**	0.00%	0.00%	0.00%	0.00%	0.00%
	Unduplicated Pupil Percentage: Supplemental Grant				0.00%	0.00%	0.00%	43.82%	30.51%	26.65%	21.94%	21.27%
	Unduplicated Pupil Percentage: Concentration Grant				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(d) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-4	**TK** (NEW beginning 2022-23)				-	-	-	-	-	-	-	-
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**				-	-	-		2.00	3.00	3.00	3.00
B-2	**Grades 4-6**				-	-	-	1.26	2.00	4.00	4.00	4.00
B-3	**Grades 7-8**				-	-	-	61.33	99.00	106.00	106.00	106.00
B-4	**Grades 9-12**				-	-	-	8.46	47.00	52.00	52.00	52.00
	SUBTOTAL ADA				-	-	-	71.05	150.00	165.00	165.00	165.00
	RATIO: ADA to Enrollment				-	-	-	0.80	0.90	0.90	0.90	0.90
(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-4	Minimum State Aid Adjustments				$ -	$ -	$ -					

New LEA (165290)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(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	**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 / A-3	**District Enrollment**		-	-	-	-	-					
A-2 / A-4	**COE Enrollment**		-	-	-	-	-					
	Total Enrollment		-	-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**		-	-	-	-	-					
B-2 / B-4	**COE Unduplicated Pupil Count**		-	-	-	-	-					
	Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-
	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 (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

New LEA (165290)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)											
ADA used for the Transitional Kindergarten Add-on ONLY:											
G-10 **TK (Commencing in 2022-23)**				-	-	-					
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.											
Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
Grades TK-3	-	-	-	-	-	-					
B-1, D-5 **Grades 4-6**	-	-	-	-	-	-					
Grades 7-8	-	-	-	-	-	-					
Grades 9-12	-	-	-	-	-	-					
TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
Grades TK-3				-	-	-					
D-9, E-1 **Grades 4-6**				-	-	-					
Grades 7-8				-	-	-					
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)											
Grades TK-3				-	-	-					
E-2, E-3 **Grades 4-6**				-	-	-					
Grades 7-8				-	-	-					
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%

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter 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).** **NOTE: *Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

Prior year **Source:** Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PADC ADA report	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report
Grades TK-3	-	-	-	-	-					
A-20 **Grades 4-6** Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-	-	-					
Grades 7-8	-	-	-	-	-					
Grades 9-12	-	-	-	-	-					
	-	-	-	-	-	-	-	-	-	-
Grades TK-3	-	-	-	-	-					
A-19 **Grades 4-6** Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-					
Grades 7-8	-	-	-	-	-					
Grades 9-12	-	-	-	-	-					
	-	-	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-	-	-

New LEA (165290)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(4) NECESSARY SMALL SCHOOLS ADA													
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.													
1 **NSS #1**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
3 **NSS #3**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

New LEA (165290)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
4 **NSS #4**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF
5 **NSS #5**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**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	LCFF	LCFF	LCFF	LCFF	LCFF

New LEA (165290)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to override the calculated in-lieu of property tax results.											
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				-	-	-	-	-	-	-	-

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
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)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
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)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
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 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	2.00	3.00	3.00	3.00
Grades 4-6	-	-	-	1.26	2.00	4.00	4.00	4.00
Grades 7-8	-	-	-	61.33	99.00	106.00	106.00	106.00
Grades 9-12	-	-	-	8.46	47.00	52.00	52.00	52.00
LCFF Subtotal	-	-	-	71.05	150.00	165.00	165.00	165.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	71.05	150.00	165.00	165.00	165.00
Change in LCFF ADA (excludes NSS ADA)	- No Change	- No Change	- No Change	71.05 Increase	150.00 Increase	165.00 Increase	165.00 Increase	165.00 Increase

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	-	-	-	-	2.00	3.00	3.00	3.00
Grades 4-6	-	-	-	1.26	2.00	4.00	4.00	4.00
Grades 7-8	-	-	-	61.33	99.00	106.00	106.00	106.00
Grades 9-12	-	-	-	8.46	47.00	52.00	52.00	52.00
Subtotal	-	-	-	71.05	150.00	165.00	165.00	165.00
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
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	-	-	-	-	2.00	3.00	3.00	3.00
Grades 4-6	-	-	-	1.26	2.00	4.00	4.00	4.00
Grades 7-8	-	-	-	61.33	99.00	106.00	106.00	106.00
Grades 9-12	-	-	-	8.46	47.00	52.00	52.00	52.00
Total Actual ADA	-	-	-	71.05	150.00	165.00	165.00	165.00
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	-	-	-	-	2.00	3.00	3.00	3.00
Grades 4-6	-	-	-	1.26	2.00	4.00	4.00	4.00
Grades 7-8	-	-	-	61.33	99.00	106.00	106.00	106.00
Grades 9-12	-	-	-	8.46	47.00	52.00	52.00	52.00
Total Funded ADA	**-**	**-**	**-**	**71.05**	**150.00**	**165.00**	**165.00**	**165.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	-	-	-	-	-	-

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator v.26.2a						PY3	v.26.2a						PY2
LOCAL CONTROL FUNDING FORMULA						**2022-23**							**2023-24**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		13.26%	0.00%	0.00%	0.00%			8.22%	0.00%	0.00%	0.00%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	-	$ 9,166	$ 953	$ -	$ -	$ -	-	$ 9,919	$ 1,032	$ -	$ -	$ -	
Grades 4-6	-	9,304		-	-	-	-	10,069		-	-	-	
Grades 7-8	-	9,580		-	-	-	-	10,367		-	-	-	
Grades 9-12	-	11,102	289	-	-	-	-	12,015	312	-	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	
NSS Allowance		-				-		-				-	
TOTAL BASE	-	$ -	$ -	$ -	$ -	$ -	-	$ -	$ -	$ -	$ -	$ -	
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)	TK ADA	-	TK Add-on rate	$ -		-	TK ADA	-	TK Add-on rate	$ -		-	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ -						$ -	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ -**						**$ -**	
Local Revenue (including RDA)						-						-	
Gross State Aid						**$ -**						**$ -**	
Education Protection Account Entitlement						-						-	
Net State Aid						**$ -**						**$ -**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	-		$ -			$ -	-		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						-						-	
Less Education Protection Account Entitlement						-						-	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
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						-						-	
Minimum State Aid plus Property Taxes including RDA						-						-	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ -**						**$ -**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ -**						**$ -**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ -**						**$ -**	
Change Over Prior Year									0.00%	-			
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ -							-
Per-ADA Change Over Prior Year									0.00%	-			
Basic Aid Status (school districts only)						-							-
LCFF SOURCES INCLUDING EXCESS TAXES													
						2022-23				Increase		2023-24	
State Aid						$ -			0.00%	-		$ -	
Education Protection Account						-						-	
Property Taxes Net of In-Lieu Transfers						-			0.00%	-		-	
Charter In-Lieu Taxes						-			0.00%	-		-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ -**			0.00%	-		**$ -**	

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator v.26.2a						PY1	v.26.2a					CY
LOCAL CONTROL FUNDING FORMULA						**2024-25**						**2025-26**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%	0.00%	0.00%	0.00%			2.30%	0.00%	43.82%	0.00%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 10,025	$ 1,043	$ -	$ -	$ -	-	$ 10,256	$ 1,067	$ 992	$ -	$ -
Grades 4-6	-	10,177		-	-	-	1.26	10,411		912	-	14,268
Grades 7-8	-	10,478		-	-	-	61.33	10,719		939	-	715,010
Grades 9-12	-	12,144	316	-	-	-	8.46	12,423	323	1,117	-	117,281
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ -	$ -	$ -	$ -	$ -		$ 775,613	$ 2,732	$ 68,214	$ -	$ 846,559
NSS Allowance		-				-		-				-
TOTAL BASE	-	$ -	$ -	$ -	$ -	$ -	71.05	$ 775,613	$ 2,732	$ 68,214	$ -	$ 846,559
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)	TK ADA	-	TK Add-on rate	$ -		-	TK ADA	-	TK Add-on rate	$ 5,545.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ -						$ 846,559
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ -**						**$ 846,559**
Local Revenue (including RDA)						-						(12,860)
Gross State Aid						**$ -**						**$ 833,699**
Education Protection Account Entitlement						-						(14,210)
Net State Aid						**$ -**						**$ 819,489**
MINIMUM STATE AID CALCULATION												
		12-13 Rate	2024-25 ADA			N/A		12-13 Rate	2025-26 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	-			$ -		$ -	71.05			$ -
2012-13 NSS Allowance (deficited)		$ -				-		$ -				-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						-						(12,860)
Less Education Protection Account Entitlement						-						(14,210)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA		-	-			-		-	-			-
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ -**						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						-						846,559
Minimum State Aid plus Property Taxes including RDA						-						12,860
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ -**						**$ 819,489**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ -**						**$ 819,489**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen						**$ -**						**$ 846,559**
Change Over Prior Year		0.00%	-					0.00%	846,559			
LCFF Entitlement Per ADA (excluding Categorical MSA)						-						11,915
Per-ADA Change Over Prior Year		0.00%	-					0.00%	11,915			
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
			Increase			2024-25			Increase			2025-26
State Aid		0.00%	-			$ -		0.00%	819,489			$ 819,489
Education Protection Account						-						14,210
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-
Charter In-Lieu Taxes		0.00%	-			-		0.00%	12,860			12,860
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		0.00%	-			**$ -**		0.00%	832,349			**$ 846,559**

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator v.26.2a						CY1	v.26.2a						CY2
LOCAL CONTROL FUNDING FORMULA						**2026-27**							**2027-28**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.41%	0.00%	30.51%	0.00%			3.06%	0.00%	26.65%	0.00%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	2.00	$ 10,503	$ 1,092	$ 708	$ -	$ 24,605	3.00	$ 10,824	$ 1,126	$ 637	$ -	$ 37,761
Grades 4-6	2.00	10,662		651	-	22,625	4.00	10,988		586	-	46,295
Grades 7-8	99.00	10,977		670	-	1,153,035	106.00	11,313		603	-	1,263,094
Grades 9-12	47.00	12,722	331	796	-	650,926	52.00	13,111	341	717	-	736,788
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 1,726,987	$ 17,741	$ 106,463	$ -	$ 1,851,191		$ 1,957,374	$ 21,110	$ 105,454	$ -	$ 2,083,938
NSS Allowance		-				-		-				-
TOTAL BASE	150.00	$ 1,726,987	$ 17,741	$ 106,463	$ -	$ 1,851,191	165.00	$ 1,957,374	$ 21,110	$ 105,454	$ -	$ 2,083,938
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)	TK ADA	-	TK Add-on rate	$ 5,679.00		-	TK ADA	-	TK Add-on rate	$ 5,853.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 1,851,191						$ 2,083,938
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 1,851,191**						**$ 2,083,938**
Local Revenue (including RDA)						(27,150)						(29,865)
Gross State Aid						**$ 1,824,041**						**$ 2,054,073**
Education Protection Account Entitlement						(30,000)						(33,000)
Net State Aid						**$ 1,794,041**						**$ 2,021,073**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2026-27 ADA		N/A			12-13 Rate	2027-28 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	150.00		$ -			$ -	165.00		$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(27,150)						(29,865)
Less Education Protection Account Entitlement						(30,000)						(33,000)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ -**						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						1,851,191						2,083,938
Minimum State Aid plus Property Taxes including RDA						27,150						29,865
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 1,794,041**						**$ 2,021,073**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,794,041**						**$ 2,021,073**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplen						**$ 1,851,191**						**$ 2,083,938**
Change Over Prior Year			118.67%	1,004,632					12.57%	232,747		
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,341						12,630
Per-ADA Change Over Prior Year			3.58%	426					2.34%	289		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2026-27				Increase		2027-28
State Aid			118.92%	974,552		$ 1,794,041			12.65%	227,032		$ 2,021,073
Education Protection Account						30,000						33,000
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			111.12%	14,290		27,150			10.00%	2,715		29,865
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			116.81%	988,842		**$ 1,851,191**			12.41%	229,747		**$ 2,083,938**

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator v.26.2a						CY3	v.26.2a						CY4
LOCAL CONTROL FUNDING FORMULA						**2028-29**							**2029-30**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		3.34%	0.00%	21.94%	0.00%			3.14%	0.00%	21.27%	0.00%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	3.00	$ 11,186	$ 1,163	$ 542	$ -	$ 38,673	3.00	$ 11,537	$ 1,200	$ 542	$ -	$ 39,836	
Grades 4-6	4.00	11,355		498	-	47,413	4.00	11,712		498	-	48,841	
Grades 7-8	106.00	11,691		513	-	1,293,624	106.00	12,058		513	-	1,332,520	
Grades 9-12	52.00	13,549	352	610	-	754,571	52.00	13,974	363	610	-	777,239	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 2,022,772	$ 21,793	$ 89,716	$ -	$ 2,134,281		$ 2,086,255	$ 22,476	$ 89,705	$ -	$ 2,198,436	
NSS Allowance		-				-		-				-	
TOTAL BASE	165.00	$ 2,022,772	$ 21,793	$ 89,716	$ -	$ 2,134,281	165.00	$ 2,086,255	$ 22,476	$ 89,705	$ -	$ 2,198,436	
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)	TK ADA	-	TK Add-on rate	$ 6,048.00		-	TK ADA	-	TK Add-on rate	$ 6,238.00		-	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 2,134,281						$ 2,198,436	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 2,134,281**						**$ 2,198,436**	
Local Revenue (including RDA)						(29,865)						(29,865)	
Gross State Aid						**$ 2,104,416**						**$ 2,168,571**	
Education Protection Account Entitlement						(33,000)						(33,000)	
Net State Aid						**$ 2,071,416**						**$ 2,135,571**	
MINIMUM STATE AID CALCULATION													
		12-13 Rate	2028-29 ADA			N/A		12-13 Rate	2029-30 ADA			N/A	
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	165.00			$ -		$ -	165.00			$ -	
2012-13 NSS Allowance (deficited)		$ -				-		$ -				-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(29,865)						(29,865)	
Less Education Protection Account Entitlement						(33,000)						(33,000)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						-						-	
Charter School Categorical Block Grant adjusted for ADA		-	-			-		-	-			-	
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ -**						**$ -**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						2,134,281						2,198,436	
Minimum State Aid plus Property Taxes including RDA						29,865						29,865	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 2,071,416**						**$ 2,135,571**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 2,071,416**						**$ 2,135,571**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppler						**$ 2,134,281**						**$ 2,198,436**	
Change Over Prior Year		2.42%	50,343					3.01%	64,155				
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,935						13,324	
Per-ADA Change Over Prior Year		2.41%	305					3.01%	389				
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
			Increase			2028-29			Increase			2029-30	
State Aid		2.49%	50,343			$ 2,071,416		3.10%	64,155			$ 2,135,571	
Education Protection Account						33,000						33,000	
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-	
Charter In-Lieu Taxes		0.00%	-			29,865		0.00%	-			29,865	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		2.42%	50,343			**$ 2,134,281**		3.47%	64,155			**$ 2,198,436**	

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim Ɒr

EDUCATION PROTECTION ACCOUNT

		Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1	Total ADA for EPA Minimum	-	-	-	-	-	71.05	150.00	165.00	165.00	165.00
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ -	$ -	$ -	$ -	$ -	$ 14,210	$ 30,000	$ 33,000	$ 33,000	$ 33,000
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B4, B8	Current Year Funded ADA, excluding NSS	-		-	-	-	71.05	150.00	165.00	165.00	165.00
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	-		-	-	-	71.05	150.00	165.00	165.00	165.00
B9+B13	*Adjusted Total Revenue Limit*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B10,B14	*Current Year Adjusted NSS Allowance*	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	$ -	$ -	$ -	$ -	$ -	$ 12,860	$ 27,150	$ 29,865	$ 29,865	$ 29,865
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 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)***		0.00000000%		49.68656772%		0.00000000%	0.00000000%	0.00000000%	0.00000000%	0.00000000%
C-3	EPA Proportionate Share (C-1 * C-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT											
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	$ -	$ -	$ -	$ -	$ -	$ 14,210	$ 30,000	$ 33,000	$ 33,000	$ 33,000
D-2	Miscellaneous Adjustments**	$ -	$ -	$ -	$ -	$ -	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	-	-	-	-	-	14,210	30,000	33,000	33,000	33,000
D-4	Prior Year Annual Adjustment	-	$ -	-	$ -	-	-				
D-5	P2 Entitlement Net of PY Adjustment	-	$ -	-	$ -	-	14,210	30,000	33,000	33,000	33,000
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	0.00000000%	0.00000000%	0.00000000%	0.00000000%	0.00000000%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		$ -		$ -		*14,210*	*30,000*	*33,000*	*33,000*	*33,000*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals ɑents. Enter accrual information on Data Entry tab.*

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

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.06%	3.34%	3.14%
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%
Student Assumptions:								
Enrollment Count	-	-	-	89	167	183	183	183
Unduplicated Pupil Count (UPC)	-	-	-	39	39	39	39	39
Unduplicated Pupil Percentage (UPP)	0.00%	0.00%	0.00%	43.82%	30.51%	26.65%	21.94%	21.27%
Current Year LCFF Average Daily Attendance (ADA)	-	-	-	71.05	150.00	165.00	165.00	165.00
Funded LCFF ADA	-	-	-	71.05	150.00	165.00	165.00	165.00
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$-	$-	$-	$775,613	$1,726,987	$1,957,374	$2,022,772	$2,086,255
Grade Span Adjustment	-	-	-	2,732	17,741	21,110	21,793	22,476
Adjusted Base Grant	$-	$-	$-	$778,345	$1,744,728	$1,978,484	$2,044,565	$2,108,731
Supplemental Grant	-	-	-	68,214	106,463	105,454	89,716	89,705
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$-	$-	$-	$846,559	$1,851,191	$2,083,938	$2,134,281	$2,198,436
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$-	$-	$-	$-	$-	$-	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$-**	**$-**	**$-**	**$846,559**	**$1,851,191**	**$2,083,938**	**$2,134,281**	**$2,198,436**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ -**	**$ -**	**$ -**	**$ 846,559**	**$ 1,851,191**	**$ 2,083,938**	**$ 2,134,281**	**$ 2,198,436**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ -	$ -	$ -	$ 11,915	$ 12,341	$ 12,630	$ 12,935	$ 13,324
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	-	-	-	846,559	1,851,191	2,083,938	2,134,281	2,198,436
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ -	$ -	$ -	*$ 12,860*	*$ 27,150*	*$ 29,865*	*$ 29,865*	*$ 29,865*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ -	$ -	$ -	$ 14,210	$ 30,000	$ 33,000	$ 33,000	$ 33,000
Net State Aid *(excludes Additional State Aid)*	$ -	$ -	$ -	$ 819,489	$ 1,794,041	$ 2,021,073	$ 2,071,416	$ 2,135,571
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ -**	**$ -**	**$ -**	**$ 846,559**	**$ 1,851,191**	**$ 2,083,938**	**$ 2,134,281**	**$ 2,198,436**

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ -	$ -	$ -	$ 819,489	$ 1,794,041	$ 2,021,073	$ 2,071,416	$ 2,135,571
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ -	$ -	$ -	$ 14,210	$ 30,000	$ 33,000	$ 33,000	$ 33,000
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	12,860	27,150	29,865	29,865	29,865
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ -	$ -	$ -	$ 846,559	$ 1,851,191	$ 2,083,938	$ 2,134,281	$ 2,198,436
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ -	$ -	$ -	$ 846,559	$ 1,851,191	$ 2,083,938	$ 2,134,281	$ 2,198,436
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ -	$ -	$ -	$ 778,345	$ 1,744,728	$ 1,978,484	$ 2,044,565	$ 2,108,731
Supplemental and Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ 68,214	$ 106,463	$ 105,454	$ 89,716	$ 89,705
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	8.76%	6.10%	5.33%	4.39%	4.25%

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119.00	$ 10,951.00	$ 11,068.00	$ 12,315.35	$ 12,302.53	$ 12,586.94	$ 12,890.87	$ 13,278.83
Grades 4-6	$ 9,304.00	$ 10,069.00	$ 10,177.00	$ 11,323.42	$ 11,312.60	$ 11,573.66	$ 11,853.26	$ 12,210.23
Grades 7-8	$ 9,580.00	$ 10,367.00	$ 10,478.00	$ 11,658.41	$ 11,646.82	$ 11,915.98	$ 12,204.00	$ 12,570.95
Grades 9-12	$ 11,391.00	$ 12,327.00	$ 12,460.00	$ 13,863.06	$ 13,849.49	$ 14,168.99	$ 14,510.98	$ 14,946.90
Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119	$ 10,951	$ 11,068	$ 11,323	$ 11,595	$ 11,950	$ 12,349	$ 12,737
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,391	$ 12,327	$ 12,460	$ 12,746	$ 13,053	$ 13,452	$ 13,901	$ 14,337
Prorated Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,503	$ 10,824	$ 11,186	$ 11,537
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,662	$ 10,988	$ 11,355	$ 11,712
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 10,977	$ 11,313	$ 11,691	$ 12,058
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,722	$ 13,111	$ 13,549	$ 13,974
Prorated Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,092	$ 1,126	$ 1,163	$ 1,200
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 331	$ 341	$ 352	$ 363
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,024	$ 2,190	$ 2,214	$ 2,265	$ 2,319	$ 2,390	$ 2,470	$ 2,547
Grades 4-6	$ 1,861	$ 2,014	$ 2,035	$ 2,082	$ 2,132	$ 2,198	$ 2,271	$ 2,342
Grades 7-8	$ 1,916	$ 2,073	$ 2,096	$ 2,144	$ 2,195	$ 2,263	$ 2,338	$ 2,412
Grades 9-12	$ 2,278	$ 2,465	$ 2,492	$ 2,549	$ 2,611	$ 2,690	$ 2,780	$ 2,867
Actual - 1.00 ADA, Local UPP as follows:	*0.00%*	*0.00%*	*0.00%*	*43.82%*	*30.51%*	*26.65%*	*21.94%*	*21.27%*
Grades TK-3	$ -	$ -	$ -	$ 992	$ 708	$ 637	$ 542	$ 542
Grades 4-6	$ -	$ -	$ -	$ 912	$ 651	$ 586	$ 498	$ 498
Grades 7-8	$ -	$ -	$ -	$ 939	$ 670	$ 603	$ 513	$ 513
Grades 9-12	$ -	$ -	$ -	$ 1,117	$ 796	$ 717	$ 610	$ 610
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 6,577	$ 7,118	$ 7,194	$ 7,360	$ 7,537	$ 7,768	$ 8,027	$ 8,279
Grades 4-6	$ 6,048	$ 6,545	$ 6,615	$ 6,767	$ 6,930	$ 7,142	$ 7,381	$ 7,613
Grades 7-8	$ 6,227	$ 6,739	$ 6,811	$ 6,967	$ 7,135	$ 7,353	$ 7,599	$ 7,838
Grades 9-12	$ 7,404	$ 8,013	$ 8,099	$ 8,285	$ 8,484	$ 8,744	$ 9,036	$ 9,319
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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 **2022-23**

ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	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	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	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.

Funded COLA 2022-23	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

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

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			0.0	0.0	0.0	0.0	0.0	
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			0.0	0.0	0.0	0.0	0.0	
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		0.0	0.0	0.0	0.0	0.0	
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 (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

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	-	-	-	-	-
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	-	-	-	-	-
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:	LCFF	LCFF	LCFF	LCFF	LCFF	
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	-	-	-	-	-	-

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

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 deficited rate**
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	268,348	151,414

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

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	-	-
Grades 4-6	10,069	-	-	-
Grades 7-8	10,367	-	-	-
Grades 9-12	12,015	312	-	-

ADA & NSS FTE — **2023-24**

	DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)							
2020-21 Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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 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 (before charter shift)								
	2023-24	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	-	-	-	-	-
	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	-	-	-	-	-
	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					
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 Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

256	202	**NSS Allowance**										
257		**Third Prior Year**	2020-21									
258			**NSS ADA**									
259			Grades TK-3			-	-	-	-	-	-	
260			Grades 4-6			-	-	-	-	-	-	
261			Grades 7-8			-	-	-	-	-	-	
262			Grades 9-12			-	-	-	-	-	-	
263			**P2 NSS ADA**			-	-	-	-	-	-	
264		**Second Prior Year**	2021-22									
265			**NSS ADA**									
266			Grades TK-3			-	-	-	-	-	-	
267			Grades 4-6			-	-	-	-	-	-	
268			Grades 7-8			-	-	-	-	-	-	
269			Grades 9-12			-	-	-	-	-	-	
270			**P2 NSS ADA**			-	-	-	-	-	-	
271		**Prior Year**	2022-23									
272			**NSS ADA**									
273			Grades TK-3			-	-	-	-	-	-	
274			Grades 4-6			-	-	-	-	-	-	
275			Grades 7-8			-	-	-	-	-	-	
276			Grades 9-12			-	-	-	-	-	-	
277			**P2 NSS ADA**			-	-	-	-	-	-	
278			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
279		**Current Year**	2023-24									
280			**NSS ADA**									
281			Grades TK-3			-	-	-	-	-	-	
282			Grades 4-6			-	-	-	-	-	-	
283			Grades 7-8			-	-	-	-	-	-	
284			Grades 9-12			-	-	-	-	-	-	
285			**P2 NSS ADA**			-	-	-	-	-	-	
286			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
287		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
288			**NSS ADA**									
289			Grades TK-3			-	-	-	-	-	-	
290			Grades 4-6			-	-	-	-	-	-	
291			Grades 7-8			-	-	-	-	-	-	
292			Grades 9-12			-	-	-	-	-	-	
293			**P2 NSS ADA**			-	-	-	-	-	-	
294			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

295		**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total	
296							**Base**	**Grade Span**	**Base**	**Grade Span**		
297				Grades TK-3		-	9,919	1,032	-	-	-	
298				Grades 4-6		-	10,069	-	-	-	-	
299				Grades 7-8		-	10,367	-	-	-	-	
300				Grades 9-12		-	12,015	312	-	-	-	
301		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**	
302		**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances				-	-	-	-	-	-	
305		NSS Add-on										
306		NSS Add-on per ADA				-	-	-	-	-		
307		Funded ADA				-	-	-	-	-		
308		NSS Add-on				-	-	-	-	-	-	
309		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**	
310												
311												
312												

313	**RATES**	**2024-25**		**12/13 deficited rate**	
314	**ADA**	**Level / # FTE**	**Allowance**	**(adj. for COLA)**	*The elementary NSS allowance is based on a combination of ADA and the number of full-*
315		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	271,219	153,034	
25 - 48	2	536,727	306,069	
49 - 72	3	802,469	459,103	
73 - 96	4	1,067,976	612,137	
High School				
1 - 19	1	228,561	124,216	
1 - 19	2	325,871	248,433	
1 - 19	3	723,865	551,762	
20 - 38	4	886,800	675,978	
39 - 57	5	1,049,736	800,196	
58 - 71	6	1,212,671	924,412	
72 - 86	7	1,375,607	1,048,629	
87 - 100	8	1,538,542	1,172,846	
101 - 114	9	1,701,478	1,297,062	
115 - 129	10	1,864,413	1,421,278	
130 - 143	11	2,027,349	1,545,495	
144 - 171	12	2,190,285	1,669,712	
172 - 210	13	2,622,556	1,793,928	
211 - 248	14	3,096,053	1,918,145	
249 - 286	15	3,569,557	2,042,361	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2024-25	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	-	-
Grades 4-6	10,177	-	-	-
Grades 7-8	10,478	-	-	-
Grades 9-12	12,144	316	-	-

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	-	-	-	-	-	-	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

342		Grades 4-6	-	-	-	-	-	-		
343		Grades 7-8	-	-	-	-	-	-		
344		Grades 9-12	-	-	-	-	-	-		
345		Third PRIOR YEAR ADA	-	-	-	-	-	-		
346	Third PY NUMBER OF FTE			-	-	-	-	-		
347	Second PY ADA (net of charter shift)									
348	2022-23	Grades TK-3	-	-	-	-	-	-		
349		Grades 4-6	-	-	-	-	-	-		
350		Grades 7-8	-	-	-	-	-	-		
351		Grades 9-12	-	-	-	-	-	-		
352		Second PRIOR YEAR ADA	-	-	-	-	-	-		
353	Second PY NUMBER OF FTE			-	-	-	-	-		
354	PRIOR YEAR ADA (net of charter shift)									
355	2023-24	Grades TK-3	-	-	-	-	-	-		
356		Grades 4-6	-	-	-	-	-	-		
357		Grades 7-8	-	-	-	-	-	-		
358		Grades 9-12	-	-	-	-	-	-		
359		PRIOR YEAR ADA	-	-	-	-	-	-		
360	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
361	THREE PRIOR YEAR AVERAGE (net of charter shift)									
362		Grades TK-3	-	-	-	-	-	-		
363		Grades 4-6	-	-	-	-	-	-		
364		Grades 7-8	-	-	-	-	-	-		
365		Grades 9-12	-	-	-	-	-	-		
366		3 PY AVERAGE ADA	-	-	-	-	-	-		
367	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
368	CURRENT YEAR ADA (before charter shift)									
369	2024-25	Grades TK-3	-	-	-	-	-	-	-	
370		Grades 4-6	-	-	-	-	-	-	-	
371		Grades 7-8	-	-	-	-	-	-	-	
372		Grades 9-12	-	-	-	-	-	-	-	
373		CURRENT YEAR ADA	-	-	-	-	-	-	-	
374	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

375	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
376	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
377	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
378	NSS Allowance if funded as NSS & on prior year						
379		NSS allowance level	-	-	-	-	-
380		NSS Allowance using PY	-	-	-	-	-
381		NSS Add-on using PY	-	-	-	-	-
382		Total NSS Allowance using PY	-	-	-	-	-
383	NSS Allowance if funded as NSS & on 3 PY average						
384		NSS allowance level	-	-	-	-	-
385		NSS Allowance using 3 PY average	-	-	-	-	-
386		NSS Add-on using 3 PY average	-	-	-	-	-
387		Total NSS Allowance using 3 PY average	-	-	-	-	-
388	NSS Allowance if funded as NSS & on current year						
389		NSS allowance level	-	-	-	-	-
390		NSS Allowance using CY	-	-	-	-	-
391		NSS Add-on using CY	-	-	-	-	-
392		Total NSS Allowance using CY	-	-	-	-	-
393		NSS allowance level >0?	NO	NO	NO	NO	NO
394	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
395		NSS Funding	-	-	-	-	-
396		NSS ADA Grades TK-3	-	-	-	-	-
397		Grades 4-6	-	-	-	-	-
398		Grades 7-8	-	-	-	-	-
399		Grades 9-12	-	-	-	-	-
400		Total	-	-	-	-	-
401		NSS allowance Level	-	-	-	-	-

405			2024-25				
406	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
408	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

409	202	**NSS Allowance**										
410		**Third Prior Year**	2021-22									
411			**NSS ADA**									
412			Grades TK-3			-	-	-	-	-	-	
413			Grades 4-6			-	-	-	-	-	-	
414			Grades 7-8			-	-	-	-	-	-	
415			Grades 9-12			-	-	-	-	-	-	
416			**P2 NSS ADA**			-	-	-	-	-	-	
417		**Second Prior Year**	2022-23									
418			**NSS ADA**									
419			Grades TK-3			-	-	-	-	-	-	
420			Grades 4-6			-	-	-	-	-	-	
421			Grades 7-8			-	-	-	-	-	-	
422			Grades 9-12			-	-	-	-	-	-	
423			**P2 NSS ADA**			-	-	-	-	-	-	
424		**Prior Year**	2023-24									
425			**NSS ADA**									
426			Grades TK-3			-	-	-	-	-	-	
427			Grades 4-6			-	-	-	-	-	-	
428			Grades 7-8			-	-	-	-	-	-	
429			Grades 9-12			-	-	-	-	-	-	
430			**P2 NSS ADA**			-	-	-	-	-	-	
431			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
432		**Current Year**	2024-25									
433			**NSS ADA**									
434			Grades TK-3			-	-	-	-	-	-	
435			Grades 4-6			-	-	-	-	-	-	
436			Grades 7-8			-	-	-	-	-	-	
437			Grades 9-12			-	-	-	-	-	-	
438			**P2 NSS ADA**			-	-	-	-	-	-	
439			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
440		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
441			**NSS ADA**									
442			Grades TK-3			-	-	-	-	-	-	
443			Grades 4-6			-	-	-	-	-	-	
444			Grades 7-8			-	-	-	-	-	-	
445			Grades 9-12			-	-	-	-	-	-	
446			**P2 NSS ADA**			-	-	-	-	-	-	
447			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

448		**Exclude: LCFF Adjusted Base Funding for NSS ADA**			NSS ADA	Rates			Amounts		Total	
449						**Base**	**Grade Span**		**Base**	**Grade Span**		
450			Grades TK-3		-	10,025	1,043		-	-	-	
451			Grades 4-6		-	10,177	-		-	-	-	
452			Grades 7-8		-	10,478	-		-	-	-	
453			Grades 9-12		-	12,144	316		-	-	-	
454		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**			**-**				**-**	**-**	**-**	

455		**Adjusted NSS Allowance (Deficited) for EPA**			NSS 1	NSS 2	NSS 3		NSS 4	NSS 5		
456		Funding at 12-13 levels (deficited)										
457		NSS Allowances			-	-	-		-	-	-	
458		NSS Add-on										
459		NSS Add-on per ADA			-	-	-		-	-		
460		Funded ADA			-	-	-		-	-		
461		NSS Add-on			-	-	-		-	-	-	
462		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**	
463												
464												
465												

466	**RATES**	**2025-26**		**12/13 def. rate + COLA for EPA**		
467	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*	
468		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

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.

Funded COLA 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	992	-
Grades 4-6	10,411	-	912	-
Grades 7-8	10,719	-	939	-
Grades 9-12	12,423	323	1,117	-

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	-	-	-	-	-	-	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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 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			-	-	-	-	-		
CURRENT YEAR ADA (before charter shift)									
2025-26	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	-	-	-	-	-
	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	-	-	-	-	-
	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	-	-	-	-	-

	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:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

562	202	**NSS Allowance**										
563		**Third Prior Year**	2022-23									
564			**NSS ADA**									
565			Grades TK-3			-	-	-	-	-	-	
566			Grades 4-6			-	-	-	-	-	-	
567			Grades 7-8			-	-	-	-	-	-	
568			Grades 9-12			-	-	-	-	-	-	
569			**P2 NSS ADA**			-	-	-	-	-	-	
570		**Second Prior Year**	2023-24									
571			**NSS ADA**									
572			Grades TK-3			-	-	-	-	-	-	
573			Grades 4-6			-	-	-	-	-	-	
574			Grades 7-8			-	-	-	-	-	-	
575			Grades 9-12			-	-	-	-	-	-	
576			**P2 NSS ADA**			-	-	-	-	-	-	
577		**Prior Year**	2024-25									
578			**NSS ADA**									
579			Grades TK-3			-	-	-	-	-	-	
580			Grades 4-6			-	-	-	-	-	-	
581			Grades 7-8			-	-	-	-	-	-	
582			Grades 9-12			-	-	-	-	-	-	
583			**P2 NSS ADA**			-	-	-	-	-	-	
584			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
585		**Current Year**	2025-26									
586			**NSS ADA**									
587			Grades TK-3			-	-	-	-	-	-	
588			Grades 4-6			-	-	-	-	-	-	
589			Grades 7-8			-	-	-	-	-	-	
590			Grades 9-12			-	-	-	-	-	-	
591			**P2 NSS ADA**			-	-	-	-	-	-	
592			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
593		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
594			**NSS ADA**									
595			Grades TK-3			-	-	-	-	-	-	
596			Grades 4-6			-	-	-	-	-	-	
597			Grades 7-8			-	-	-	-	-	-	
598			Grades 9-12			-	-	-	-	-	-	
599			**P2 NSS ADA**			-	-	-	-	-	-	
600			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

601	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
602			**Base**	**Grade Span**	**Base**	**Grade Span**	
603	Grades TK-3	-	10,256	1,067	-	-	-
604	Grades 4-6	-	10,411	-	-	-	-
605	Grades 7-8	-	10,719	-	-	-	-
606	Grades 9-12	-	12,423	323	-	-	-
607	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

608	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
609	Funding at 12-13 levels (deficited)						
610	NSS Allowances	-	-	-	-	-	-
611	NSS Add-on						
612	NSS Add-on per ADA	-	-	-	-	-	
613	Funded ADA	-	-	-	-	-	
614	NSS Add-on	-	-	-	-	-	-
615	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

619	**RATES**	**2026-27**		**12/13 def. rate + COLA for EPA**	
620	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
621		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	284,144	160,327
25 - 48	2	562,305	320,655
49 - 72	3	840,710	480,981
73 - 96	4	1,118,869	641,308
High School			
1 - 19	1	239,453	130,135
1 - 19	2	341,400	260,272
1 - 19	3	758,360	578,056
20 - 38	4	929,059	708,191
39 - 57	5	1,099,761	838,329
58 - 71	6	1,270,460	968,464
72 - 86	7	1,441,161	1,098,600
87 - 100	8	1,611,860	1,228,737
101 - 114	9	1,782,561	1,358,872
115 - 129	10	1,953,260	1,489,008
130 - 143	11	2,123,961	1,619,144
144 - 171	12	2,294,662	1,749,281
172 - 210	13	2,747,532	1,879,416
211 - 248	14	3,243,593	2,009,553
249 - 286	15	3,739,662	2,139,688
NSS Add-on per ADA		-	-

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.

Funded COLA 2026-27	2.41%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,503	1,092	708	-
Grades 4-6	10,662	-	651	-
Grades 7-8	10,977	-	670	-
Grades 9-12	12,722	331	796	-

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	-	-	-	-	-	-	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

648			Grades 4-6	-	-	-	-	-	-		
649			Grades 7-8	-	-	-	-	-	-		
650			Grades 9-12	-	-	-	-	-	-		
651			Third PRIOR YEAR ADA	-	-	-	-	-	-		
652	Third PY NUMBER OF FTE				-	-	-	-	-		
653	Second PY ADA (net of charter shift)										
654	2024-25		Grades TK-3	-	-	-	-	-	-		
655			Grades 4-6	-	-	-	-	-	-		
656			Grades 7-8	-	-	-	-	-	-		
657			Grades 9-12	-	-	-	-	-	-		
658			Second PRIOR YEAR ADA	-	-	-	-	-	-		
659	Second PY NUMBER OF FTE				-	-	-	-	-		
660	PRIOR YEAR ADA (net of charter shift)										
661	2025-26		Grades TK-3	-	-	-	-	-	-		
662			Grades 4-6	-	-	-	-	-	-		
663			Grades 7-8	-	-	-	-	-	-		
664			Grades 9-12	-	-	-	-	-	-		
665			PRIOR YEAR ADA	-	-	-	-	-	-		
666	PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
667	THREE PRIOR YEAR AVERAGE (net of charter shift)										
668			Grades TK-3	-	-	-	-	-	-		
669			Grades 4-6	-	-	-	-	-	-		
670			Grades 7-8	-	-	-	-	-	-		
671			Grades 9-12	-	-	-	-	-	-		
672			3 PY AVERAGE ADA	-	-	-	-	-	-		
673	3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-		
674	CURRENT YEAR ADA (before charter shift)										
675	2026-27		Grades TK-3	-	-	-	-	-	-	-	
676			Grades 4-6	-	-	-	-	-	-	-	
677			Grades 7-8	-	-	-	-	-	-	-	
678			Grades 9-12	-	-	-	-	-	-	-	
679			CURRENT YEAR ADA	-	-	-	-	-	-	-	
680	CURRENT YEAR NUMBER OF FTE				-	-	-	-	-		

681	**NSS FUNDING CALCULATIONS**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
682	Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
683	Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
684	NSS Allowance if funded as NSS & on prior year							
685			NSS allowance level	-	-	-	-	-
686			NSS Allowance using PY	-	-	-	-	-
687			NSS Add-on using PY	-	-	-	-	-
688			Total NSS Allowance using PY	-	-	-	-	-
689	NSS Allowance if funded as NSS & on 3 PY average							
690			NSS allowance level	-	-	-	-	-
691			NSS Allowance using 3 PY average	-	-	-	-	-
692			NSS Add-on using 3 PY average	-	-	-	-	-
693			Total NSS Allowance using 3 PY average	-	-	-	-	-
694	NSS Allowance if funded as NSS & on current year							
695			NSS allowance level	-	-	-	-	-
696			NSS Allowance using CY	-	-	-	-	-
697			NSS Add-on using CY	-	-	-	-	-
698			Total NSS Allowance using CY	-	-	-	-	-
699			NSS allowance level >0?	NO	NO	NO	NO	NO
700	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
701			NSS Funding	-	-	-	-	-
702		NSS ADA	Grades TK-3	-	-	-	-	-
703			Grades 4-6	-	-	-	-	-
704			Grades 7-8	-	-	-	-	-
705			Grades 9-12	-	-	-	-	-
706			Total	-	-	-	-	-
707		NSS allowance Level		-	-	-	-	-
708								
709								
710								

711		2026-27					
712	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
713	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
714	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

715	202	**NSS Allowance**										
716		**Third Prior Year**	2023-24									
717			**NSS ADA**									
718			Grades TK-3			-	-	-	-	-	-	
719			Grades 4-6			-	-	-	-	-	-	
720			Grades 7-8			-	-	-	-	-	-	
721			Grades 9-12			-	-	-	-	-	-	
722			**P2 NSS ADA**			-	-	-	-	-	-	
723		**Second Prior Year**	2024-25									
724			**NSS ADA**									
725			Grades TK-3			-	-	-	-	-	-	
726			Grades 4-6			-	-	-	-	-	-	
727			Grades 7-8			-	-	-	-	-	-	
728			Grades 9-12			-	-	-	-	-	-	
729			**P2 NSS ADA**			-	-	-	-	-	-	
730		**Prior Year**	2025-26									
731			**NSS ADA**									
732			Grades TK-3			-	-	-	-	-	-	
733			Grades 4-6			-	-	-	-	-	-	
734			Grades 7-8			-	-	-	-	-	-	
735			Grades 9-12			-	-	-	-	-	-	
736			**P2 NSS ADA**			-	-	-	-	-	-	
737			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
738		**Current Year**	2026-27									
739			**NSS ADA**									
740			Grades TK-3			-	-	-	-	-	-	
741			Grades 4-6			-	-	-	-	-	-	
742			Grades 7-8			-	-	-	-	-	-	
743			Grades 9-12			-	-	-	-	-	-	
744			**P2 NSS ADA**			-	-	-	-	-	-	
745			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
746		**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
747			**NSS ADA**									
748			Grades TK-3			-	-	-	-	-	-	
749			Grades 4-6			-	-	-	-	-	-	
750			Grades 7-8			-	-	-	-	-	-	
751			Grades 9-12			-	-	-	-	-	-	
752			**P2 NSS ADA**			-	-	-	-	-	-	
753			**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	

754	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
755			**Base**	**Grade Span**	**Base**	**Grade Span**	
756	Grades TK-3	-	10,503	1,092	-	-	-
757	Grades 4-6	-	10,662	-	-	-	-
758	Grades 7-8	-	10,977	-	-	-	-
759	Grades 9-12	-	12,722	331	-	-	-
760	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**

761	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
762	Funding at 12-13 levels (deficited)						
763	NSS Allowances	-	-	-	-	-	-
764	NSS Add-on						
765	NSS Add-on per ADA	-	-	-	-	-	
766	Funded ADA	-	-	-	-	-	
767	NSS Add-on	-	-	-	-	-	-
768	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**

772	**RATES**	**2027-28**		**12/13 def. rate + COLA for EPA**	
773	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-*
774		**Elementary**			*time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the*

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

1 - 24	1	292,839	165,233	
25 - 48	2	579,512	330,467	
49 - 72	3	866,436	495,699	
73 - 96	4	1,153,106	660,932	
High School				
1 - 19	1	246,780	134,117	
1 - 19	2	351,847	268,236	
1 - 19	3	781,566	595,745	
20 - 38	4	957,488	729,862	
39 - 57	5	1,133,414	863,982	
58 - 71	6	1,309,336	998,099	
72 - 86	7	1,485,261	1,132,217	
87 - 100	8	1,661,183	1,266,336	
101 - 114	9	1,837,107	1,400,453	
115 - 129	10	2,013,030	1,534,572	
130 - 143	11	2,188,954	1,668,690	
144 - 171	12	2,364,879	1,802,809	
172 - 210	13	2,831,606	1,936,926	
211 - 248	14	3,342,847	2,071,045	
249 - 286	15	3,854,096	2,205,162	
NSS Add-on per ADA		-	-	

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.

Funded COLA 2027-28	3.06%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,824	1,126	637	-
Grades 4-6	10,988	-	586	-
Grades 7-8	11,313	-	603	-
Grades 9-12	13,111	341	717	-

ADA & NSS FTE — **2027-28**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	

NSS Calculation Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

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

801		Grades 4-6	-	-	-	-	-	-		
802		Grades 7-8	-	-	-	-	-	-		
803		Grades 9-12	-	-	-	-	-	-		
804		Third PRIOR YEAR ADA	-	-	-	-	-	-		
805	Third PY NUMBER OF FTE			-	-	-	-	-		
806	Second PY ADA (net of charter shift)									
807	2025-26	Grades TK-3	-	-	-	-	-	-		
808		Grades 4-6	-	-	-	-	-	-		
809		Grades 7-8	-	-	-	-	-	-		
810		Grades 9-12	-	-	-	-	-	-		
811		Second PRIOR YEAR ADA	-	-	-	-	-	-		
812	Second PY NUMBER OF FTE			-	-	-	-	-		
813	PRIOR YEAR ADA (net of charter shift)									
814	2026-27	Grades TK-3	-	-	-	-	-	-		
815		Grades 4-6	-	-	-	-	-	-		
816		Grades 7-8	-	-	-	-	-	-		
817		Grades 9-12	-	-	-	-	-	-		
818		PRIOR YEAR ADA	-	-	-	-	-	-		
819	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
820	THREE PRIOR YEAR AVERAGE (net of charter shift)									
821		Grades TK-3	-	-	-	-	-	-		
822		Grades 4-6	-	-	-	-	-	-		
823		Grades 7-8	-	-	-	-	-	-		
824		Grades 9-12	-	-	-	-	-	-		
825		3 PY AVERAGE ADA	-	-	-	-	-	-		
826	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-		
827	CURRENT YEAR ADA (before charter shift)									
828	2027-28	Grades TK-3	-	-	-	-	-	-	-	
829		Grades 4-6	-	-	-	-	-	-	-	
830		Grades 7-8	-	-	-	-	-	-	-	
831		Grades 9-12	-	-	-	-	-	-	-	
832		CURRENT YEAR ADA	-	-	-	-	-	-	-	
833	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-		

834	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
835	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
836	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
837	NSS Allowance if funded as NSS & on prior year						
838		NSS allowance level	-	-	-	-	-
839		NSS Allowance using PY	-	-	-	-	-
840		NSS Add-on using PY	-	-	-	-	-
841		Total NSS Allowance using PY	-	-	-	-	-
842	NSS Allowance if funded as NSS & on 3 PY average						
843		NSS allowance level	-	-	-	-	-
844		NSS Allowance using 3 PY average	-	-	-	-	-
845		NSS Add-on using 3 PY average	-	-	-	-	-
846		Total NSS Allowance using 3 PY average	-	-	-	-	-
847	NSS Allowance if funded as NSS & on current year						
848		NSS allowance level	-	-	-	-	-
849		NSS Allowance using CY	-	-	-	-	-
850		NSS Add-on using CY	-	-	-	-	-
851		Total NSS Allowance using CY	-	-	-	-	-
852		NSS allowance level >0?	NO	NO	NO	NO	NO
853	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
854		NSS Funding	-	-	-	-	-
855		NSS ADA Grades TK-3	-	-	-	-	-
856		Grades 4-6	-	-	-	-	-
857		Grades 7-8	-	-	-	-	-
858		Grades 9-12	-	-	-	-	-
859		Total	-	-	-	-	-
860		NSS allowance Level	-	-	-	-	-
861							
862							
863							

864				2027-28				
865	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
866	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
867	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Graphs Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

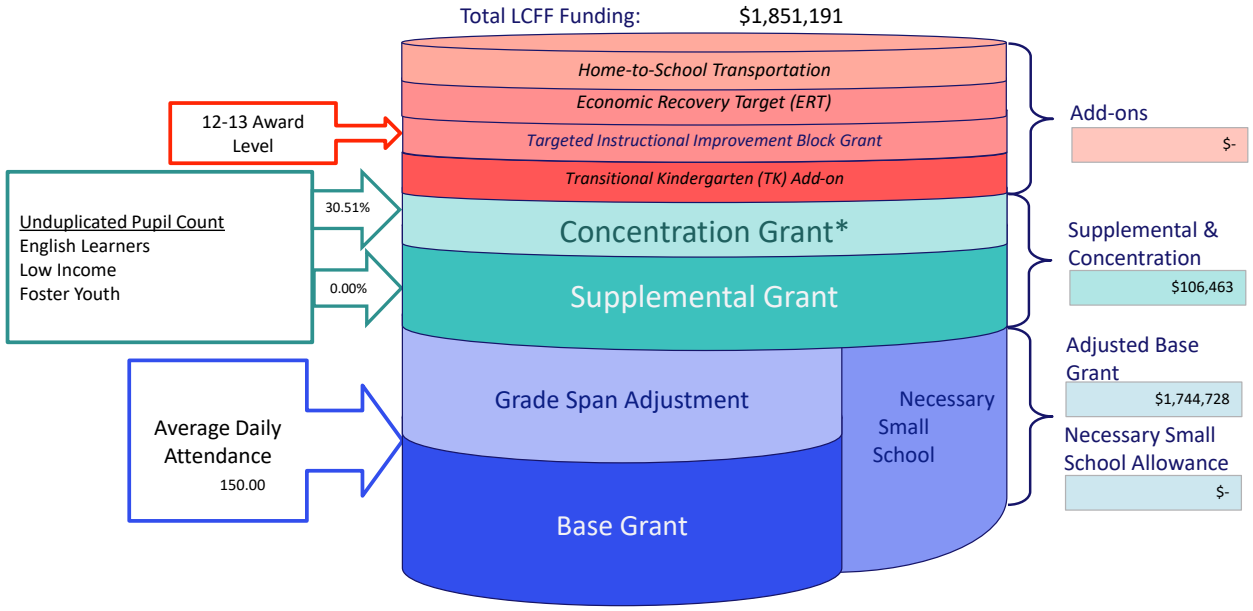
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for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

2026-27

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

	2026-27			
Base Grant	$ 1,726,987		150.00	ADA
Grade Span Adjustment	$ 17,741		$ 1,744,728	Adjusted Base Grant
Supplemental Grant	$ 106,463	30.51%		
Concentration Grant	$ -	0.00%	$ 106,463	Supplemental & Concentration
Allowance: Necessary Small School	$ -		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$ -			
Add-on: Home-to-School Transportation	$ -			
Add-on: Small School District Bus Replacement Program	$ -		$ -	Add-ons
Add-on Economic Recovery Target	$ -			
Add-on: Transitional Kindergarten	$ -			
Total	$ 1,851,191		$ 1,851,191	



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

Supplemental Grant Calculation-EC 42238.02 (e)

Graphs Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

2026-27	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	a	*b*	*c*	*d = (a+b) x c*	*e*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	20.00%	$ 2,319.00	30.51%	**$ 707.53**	2.00	**1,415**
Grades 4-6	$ 10,662	$ -	20.00%	$ 2,132.40	30.51%	**$ 650.60**	2.00	**1,301**
Grades 7-8	$ 10,977	$ -	20.00%	$ 2,195.40	30.51%	**$ 669.82**	99.00	**66,312**
*Grades 9-12	$ 12,722	$ 331	20.00%	$ 2,610.60	30.51%	**$ 796.49**	47.00	**37,435**
**Base Grant + Grade Span*								**$ 106,463**

Concentration Grant Calculation-EC 42238.02 (f)

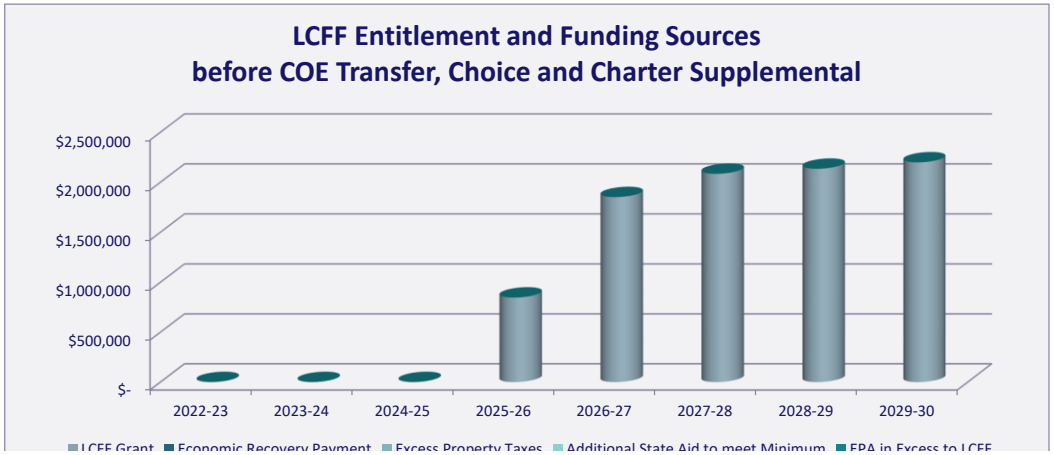
2026-27	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant
	a	*b*	*c*	*d = (a+b) x c x 45%*	*e = UPP - 55%*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,503	$ 1,092	65.00%	$ 3,391.54	0.00%	$ -	2.00	-
Grades 4-6	$ 10,662	$ -	65.00%	$ 3,118.64	0.00%	$ -	2.00	-
Grades 7-8	$ 10,977	$ -	65.00%	$ 3,210.77	0.00%	$ -	99.00	-
*Grades 9-12	$ 12,722	$ 331	65.00%	$ 3,818.00	0.00%	$ -	47.00	-
**Base Grant + Grade Span*								$ -

Graphs Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

Charts and Graphs

Funding Sources								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ -	$ -	$ -	$ 846,559	$ 1,851,191	$ 2,083,938	$ 2,134,281	$ 2,198,436
Total General Purpose Funding	$ -	$ -	$ -	$ 846,559	$ 1,851,191	$ 2,083,938	$ 2,134,281	$ 2,198,436



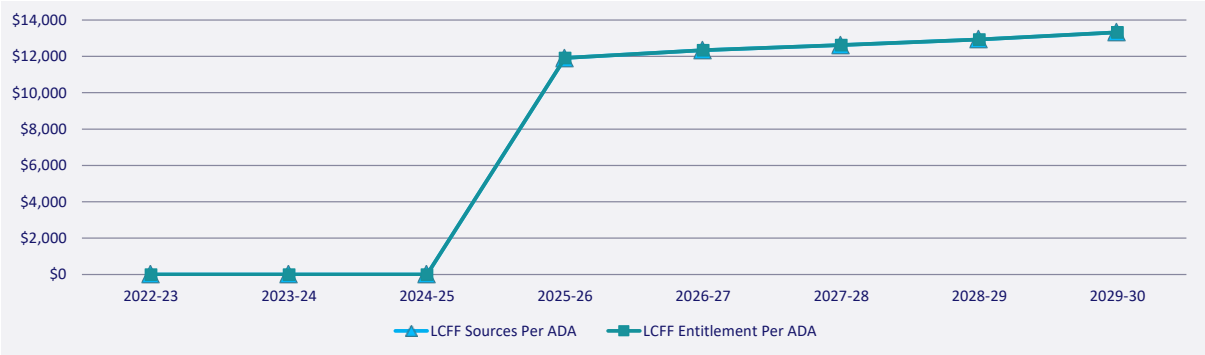
Graphs Tab

New LEA (165290) - Method Summit Aacdemy 2025-26 2nd Interim LCFF Calculator

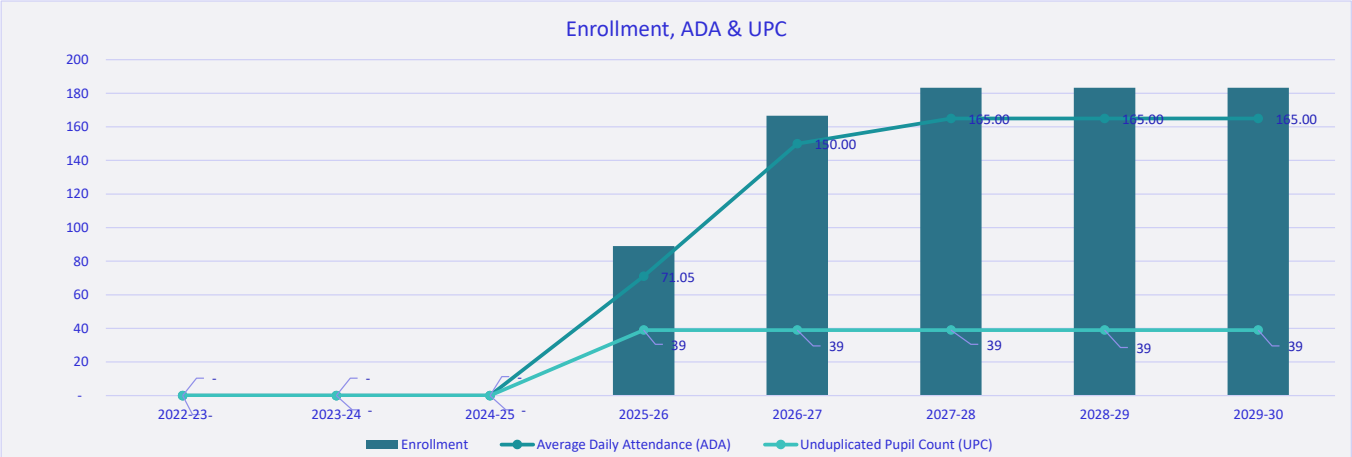
Charts and Graphs

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

LCFF Entitlement per ADA								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	-	-	-	71.05	150.00	165.00	165.00	165.00
LCFF Sources per ADA, including NSS	$ -	$ -	$ -	$ 11,914.98	$ 12,341.27	$ 12,629.93	$ 12,935.04	$ 13,323.85
Net Dollar Change per ADA		$ -	$ -	$ 11,914.98	$ 426.30	$ 288.65	$ 305.11	$ 388.82
Net Percent Change		0.00%	0.00%	0.00%	3.58%	2.34%	2.42%	3.01%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ -	$ -	$ -	$ 11,914.98	$ 12,341.27	$ 12,629.93	$ 12,935.04	$ 13,323.85
Net Change per ADA		$ -	$ -	$ 11,914.98	$ 426.30	$ 288.65	$ 305.11	$ 388.82
Net Percent Change		0.00%	0.00%	0.00%	3.58%	2.34%	2.42%	3.01%



Student Summary, excluding COE								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	-	-	-	89	167	183	183	183
Unduplicated Pupil Count (UPC)	-	-	-	39	39	39	39	39
Average Daily Attendance (ADA)	-	-	-	71.05	150.00	165.00	165.00	165.00



Method Summit Academy - Cash Flow Statement 1/31/2026

Actuals required through the month of : October	Object	2025-26 First	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals
A. BEGINNING CASH			0	239,442	196,691	114,791	145,057	12,738	130,910
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,147,901	0	0	0	0	0	0	0
In Lieu Property Taxes	8099	17,195		0	0	0	0	0	0
Miscellaneous Funds	8080-8098								
Federal Revenue	8100-8299	0	0	0	0	0	0	0	0
Other State Revenue	8300-8599	118,904	0	0	0	0	0	0	0
Other Local Revenue	8600-8799	0	0	0	0	0	0	0	0
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		**1,284,000**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	275,269	14,012	19,182	20,669	21,516	28,542	35,701	21,878
Classified Salaries	2000-2999	112,121	6,013	8,659	8,775	9,066	10,577	11,759	8,978
Employee Benefits	3000-3999	103,391	12,784	6,579	7,304	6,776	6,988	9,692	8,250
Books and Supplies	4000-4999	445,200	19,242	3,278	38,526	82,199	76,279	20,539	59,314
Services	5000-5999	219,806	8,507	5,051	6,628	50,176	9,933	4,136	3,455
Capital Outlay	6000-6599	0							
Other Outgo	7000-7499	5,000							
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
TOTAL DISBURSEMENTS		**1,160,787**	**60,558**	**42,750**	**81,900**	**169,734**	**132,319**	**81,827**	**101,875**
D. BALANCE SHEET ITEMS		**Beginning**							
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	0	0	0	0	0			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330	0	0						
Other Current Assets	9340	0				0			
Deferred Outflows of Resources	9490								
SUBTOTAL		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0	0	0	0	0			
Due To Other Funds	9610	0	(300,000)	0	0	(200,000)	0	(200,000)	0
Current Loans	9640	0	0						
Unearned Revenues	9650	0	0						
Deferred Inflows of Resources	9690								
SUBTOTAL		**0**	**(300,000)**	**0**	**0**	**(200,000)**	**0**	**(200,000)**	**0**
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		0	300,000	0	0	200,000	0	200,000	0
E. NET INCREASE/DECREASE (B - C + D)			239,442	(42,750)	(81,900)	30,266	(132,319)	118,173	(101,875)
F. ENDING CASH (A + E)			239,442	196,691	114,791	145,057	12,738	130,910	29,036
G. ENDING CASH, PLUS ACCRUALS									

Method Summit Academy - Cash Flow Statement 1/31/2026

Actuals required through the month of : October	Object	2025-26 First	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals
A. BEGINNING CASH			29,036	181,632	343,729	496,325	648,922	
B. RECEIPTS								
LCFF/Revenue Limit Sources								
Principal Apportionment	8010-8019	1,147,901	225,780	235,280	225,780	225,780	235,280	
In Lieu Property Taxes	8099	17,195	0	0	0	0	0	17,195
Miscellaneous Funds	8080-8098							
Federal Revenue	8100-8299	0	0	0	0	0	0	0
Other State Revenue	8300-8599	118,904	23,781	23,781	23,781	23,781	23,781	
Other Local Revenue	8600-8799	0	0	0	0	0	0	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
TOTAL RECEIPTS		**1,284,000**	**249,561**	**259,061**	**249,561**	**249,561**	**259,061**	**17,195**
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	275,269	22,754	22,754	22,754	22,754	22,754	
Classified Salaries	2000-2999	112,121	9,659	9,659	9,659	9,659	9,659	
Employee Benefits	3000-3999	103,391	9,004	9,004	9,004	9,004	9,004	
Books and Supplies	4000-4999	445,200	29,165	29,165	29,165	29,165	29,165	
Services	5000-5999	219,806	26,384	26,384	26,384	26,384	26,384	
Capital Outlay	6000-6599	0						
Other Outgo	7000-7499	5,000					5,000	
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
TOTAL DISBURSEMENTS		**1,160,787**	**96,965**	**96,965**	**96,965**	**96,965**	**101,965**	**0**
D. BALANCE SHEET ITEMS		**Beginning**						
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299	0						
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330	0						
Other Current Assets	9340	0						
Deferred Outflows of Resources	9490							
SUBTOTAL		**0**	**0**	**0**	**0**	**0**	**0**	**0**
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599	0						
Due To Other Funds	9610	0	0	0	0	0	700,000	
Current Loans	9640	0					0	
Unearned Revenues	9650	0						
Deferred Inflows of Resources	9690							
SUBTOTAL		**0**	**0**	**0**	**0**	**0**	**700,000**	**0**
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		0	0	0	0	0	(700,000)	0
E. NET INCREASE/DECREASE (B - C + D)			152,596	162,096	152,596	152,596	(542,904)	17,195
F. ENDING CASH (A + E)			181,632	343,729	496,325	648,922	106,018	
G. ENDING CASH, PLUS ACCRUALS								

Method Summit Academy - Cash Flow Statement 1/31/2026

Actuals required through the month of : October	Object	2025-26 First	Adjustments	TOTAL
A. BEGINNING CASH				
B. RECEIPTS				
LCFF/Revenue Limit Sources				
Principal Apportionment	8010-8019	1,147,901		1,147,901
In Lieu Property Taxes	8099	17,195		17,195
Miscellaneous Funds	8080-8098			0
Federal Revenue	8100-8299	0		0
Other State Revenue	8300-8599	118,904		118,904
Other Local Revenue	8600-8799	0		0
Interfund Transfers In	8910-8929			0
All Other Financing Sources	8930-8979			0
TOTAL RECEIPTS		**1,284,000**	**0**	**1,284,000**
C. DISBURSEMENTS				
Certificated Salaries	1000-1999	275,269		275,269
Classified Salaries	2000-2999	112,121		112,121
Employee Benefits	3000-3999	103,391		103,391
Books and Supplies	4000-4999	445,200		445,200
Services	5000-5999	219,806		219,806
Capital Outlay	6000-6599	0		0
Other Outgo	7000-7499	5,000		5,000
Interfund Transfers Out	7600-7629			0
All Other Financing Uses	7630-7699			0
TOTAL DISBURSEMENTS		**1,160,787**	**0**	**1,160,787**
D. BALANCE SHEET ITEMS		**Beginning**		
Assets and Deferred Outflows				
Cash Not In Treasury	9111-9199			0
Accounts Receivable	9200-9299	0		0
Due From Other Funds	9310			0
Stores	9320			0
Prepaid Expenditures	9330	0		0
Other Current Assets	9340	0		0
Deferred Outflows of Resources	9490			0
SUBTOTAL		**0**	**0**	**0**
Liabilities and Deferred Inflows				
Accounts Payable	9500-9599	0		0
Due To Other Funds	9610	0		0
Current Loans	9640	0		0
Unearned Revenues	9650	0		0
Deferred Inflows of Resources	9690			0
SUBTOTAL		**0**	**0**	**0**
Nonoperating				
Suspense Clearing	9910			0
TOTAL BALANCE SHEET ITEMS		0	0	0
E. NET INCREASE/DECREASE (B - C + D)			0	123,213
F. ENDING CASH (A + E)				
G. ENDING CASH, PLUS ACCRUALS				**123,213**

Method Schools Leave Policy BP 4140

Board Approval: 9/8/2025

Revised 2/2026

Medical and Caregivers' Leave

Method Schools may provide up to 3 weeks of leave, paid at 100% of the employee's regular rate of pay, in order to care for a family member or in the case of the employee's own serious medical condition, per the stipulations listed below:

- To care for a family member with a serious health condition who is the employee's: Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care. A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.
- The employee's own serious health condition that makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth. This leave does not apply to family bonding/birth of a child
- Doctor's note may be required

Bereavement

Employees may be allowed up to 2 consecutive weeks off, paid at 100% of the employee's regular rate of pay, to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

Reproductive Leave Loss

In the event of a reproductive loss, Method will provide the employee with up to 5 days of paid leave

DEFINITIONS A reproductive loss event is any of the following:
• Miscarriage
• Stillbirth

• Failed adoption – for example, if a birth mother or legal guardian breaches or dissolves an adoption agreement, or if an adoption is not finalized for anotherreason
• Failed surrogacy – for example, if a surrogate breaches or dissolves a surrogacy agreement, or if an embryo transfer fails
• Unsuccessful assisted reproduction – for example, a failed intrauterine insemination or embryo transfer

ELIGIBILITY

- Employees who work for public employers of any size – or private employers with five or more employees – and have worked for the employer for at least 30 days before taking leave are eligible.
- An employee can take leave following their own reproductive loss event or that of another person – such as a spouse or partner – if the employee would have been the parent of the child born or adopted.

• It is against the law for an employer to interfere with or deny an employee's right to take leave after a reproductive loss if they meet the above criteria.

TIMING AND DURATION OF LEAVE

The law requires employers to provide eligible employees with a minimum of five days of leave for a reproductive loss event. Employees can, but do not have to, take their leave days consecutively. This means they can choose to take all five days at once or break up the days over a longer period, as long as their leave is completed within three months of the reproductive loss event. If an employer has an existing leave policy that applies to reproductive loss events, the employee must take reproductive loss leave according to that policy. An employer's policy may provide for more leave than the legally required minimum. When a single reproductive loss event occurs over several days, the law treats it as one event. If an employee experiences more than one reproductive loss event in a year, they are entitled to no more than 20 days of reproductive loss leave in that one-year period unless an individual employer's leave policy provides for more time.
Reproductive loss leave is separate from, and in addition to, other types of leave to which employees are entitled. Examples include, leave to care for one's own serious health condition or that of certain family members available under the California Family Rights Act (CFRA) and Family and Medical Leave Act (FMLA), or leave for disabilities related to pregnancy or childbirth available under FEHA.

Family Bonding Leave

Method Schools understands and respects the family care and bonding needs of its employees. In concurrence with the 12 weeks unpaid Family and Medical Leave Act and the California Family Rights Act, Method offers the following paid bonding leave to eligible employees after the birth of a child:

Staff members employed with Method for one year or more (time is calculated from start of regular *employment* with Method Schools- time worked as a

contractor, volunteer, or temporary employee does not count toward this requirement)

- Birth mother: 8 weeks paid leave
- Non-birth parent: 4 weeks paid leave
- Adoption/Foster placement: 4 weeks paid leave
- 12-week job protection

Staff members employed with Method for a minimum of six months but less than one year qualify for the following (time is calculated from start of regular *employment* with Method Schools- time worked as a contractor, volunteer, or temporary employee does not count toward this requirement):

- Birth mother: 4 weeks paid leave
- Non-birth parent: 2 weeks paid leave
- Job protection for the duration of leave

Purpose/Objective

The federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) provide eligible employees the opportunity to take unpaid, job-protected leave for certain medical and nonmedical needs for themselves and family members. Each of these leaves is explained below. The maximum amount of leave available under this policy is twelve (12) weeks of CFRA leave in a 12-month period and twenty-six (26) weeks of FMLA leave (where military caregiver leave applies) in a 12-month period, some or all of which may run concurrently. For more information regarding leave under this policy, employees should contact Human Resources.

Eligibility

To be eligible for leave under this policy, employees must meet all of the following requirements (contractors and temporary staff are not eligible):

1. Have worked as an employee at least twelve (12) months for Method Schools in the preceding seven (7) years (exceptions apply to the seven-year requirement).
2. Have worked at least 1,250 hours as an employee for Method Schools over the twelve (12) months preceding the date the leave would commence.
3. FMLA only: Currently work at a location where there are at least fifty

(50) employees within seventy-five (75) miles.

All periods of absence from work due to or necessitated by service in the uniformed services are counted as hours worked in determining eligibility.

Conditions Triggering Leave

The FMLA and CFRA have differing definitions of “family member,” and only the FMLA allows employees to take up to twenty-six (26) weeks of leave to provide care for an injured military family member. Because of this, FMLA and CFRA leaves may not always run concurrently. In general, CFRA/FMLA leave may be taken for any of the following reasons:

Reasons for Leave (See related definitions at the end of the policy.)		CFRA	FMLA	Both
To care for or bond with:	An employee's newborn child or newly place foster or adopted child			X
	A domestic partner's newborn child or newly placed foster or adopted child.	X		
To care for a family member with a serious health condition who is the employee's:	Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care.			X
	A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.	X		
The employee's own serious health condition that makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth.				X
The employee's own medical disability related to pregnancy and birth.			X	
A qualifying military exigency related to the covered active duty or call to covered active duty of an employee's spouse, parent or child in the United States armed forces.				X
Military caregiver leave for a service member with a serious health condition (defined under "Definitions") who is the employee's spouse, domestic partner, child, parent or next of kin.*			X	

*CFRA leave will run concurrently when the family member, regardless of military status and with the exception of next of kin, meets the standard criteria for a serious health condition.

The 12-Month Measurement Period

Method Schools measures the period of twelve (12) months in which leave is taken by July 1st-June 30th (school/fiscal year)

For military caregiver leave, an eligible employee may take up to twenty-six (26) workweeks of leave in a single 12-month period. The single 12-month period begins on the first day leave is taken to care for a covered service member and ends twelve (12) months thereafter, regardless of the method used to determine leave availability for other
CFRA/FMLA-qualifying reasons.

Intermittent and Reduced-Schedule Leave

~~Eligible employees may take leave in a single block of time, intermittently (in separate blocks of time) or by reducing the normal work schedule. [*Optional:* Intermittent leave to bond with a new child must be taken in two-week increments, with a shorter duration allowed on two occasions.]~~

~~Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt Method Schools' operations. Intermittent leave is permitted in the same increments as provided in Method School's [vacation, sick or paid-time-off leave] policy~~. Intermittent or reduced schedule leave under the Family and Medical Leave Act (FMLA) is not permitted for the birth of a child or for bonding with a newborn or newly placed child through adoption or foster care. However, intermittent leave may be granted when medically necessary due to a serious health condition of the employee or the employee's qualifying family member, and when such condition requires ongoing care or treatment. All requests for intermittent leave must be supported by appropriate medical certification and are subject to approval in accordance with applicable FMLA regulations.

Interaction with Paid Leave

Depending on the purpose of the leave request, employees may choose (or Method Schools may require employees) to use accrued paid leave (such as sick leave, vacation or paid time off) concurrently with some or all of the leave taken under this policy. To use paid leave for FMLA/CFRA leave, eligible employees must comply with Method Schools normal procedures (e.g., call-in procedures, advance notice) for the applicable paid-leave policy. Employee paid-leave accruals (paid time off, vacation, sick leave) will continue while paid leave is being used during periods of FMLA/CFRA absence and in accordance with those individual policies.

Employee paid-leave accruals will not continue during unpaid periods of FMLA/CFRA absence or when only disability payments are being received.

Maintenance of Health Benefits

If employees and/or their families participate in Method School's group health plan, Method Schools will maintain coverage during FMLA/CFRA leave on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their share of health plan premiums while on leave. In some instances, Method Schools may recover the premiums it paid to maintain health coverage or other benefits for employees and/or their families while employees were absent. Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start

of leave under this policy. Employees should consult the applicable benefit plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave under this policy, employees must provide the following to Human Resources:

1. Thirty (30) days' notice of the need to take FMLA/CFRA leave if the need for leave is foreseeable. In the case of unforeseeable leave, notice must be provided as
   soon as practicable and in compliance with Method Schools' normal call-in procedures, absent unusual circumstances.

2. Medical certification supporting the need for leave due to a serious health condition affecting the requesting employee or a covered family member or service member within fifteen (15) calendar days of Method Schools' request for the certification (additional time may be permitted in some circumstances). Second or third medical opinions may also be required when allowed.

3. For qualifying exigency leave: Within fifteen (15) days of the request, an employee requesting qualifying exigency leave may be required to provide appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member.

4. An employee must provide periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.

5. [*Optional*: A return-to-work release before returning to work if the leave was due to the employee's serious health condition.]

Failure to comply with these requirements may result in delay or denial of leave or disciplinary action, up to and including termination. Leave under this policy will be governed by and handled in accordance with CFRA- and FMLA-applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

Employer Responsibilities

To the extent required by law, Method Schools will inform employees whether they are eligible for leave under the FMLA/CFRA. Should employees be eligible for FMLA/CFRA leave, Method Schools will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities. Method Schools will also inform employees if leave will be designated as FMLA/CFRA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlement. If employees are not eligible for FMLA/CFRA leave, Method Schools will provide a reason for the ineligibility.

Job Restoration

Upon returning from FMLA/CFRA leave, employees will typically be restored to their original position or to an equivalent position with equivalent pay, benefits and other employment terms and conditions.

Failure to Return After Leave

If an employee fails to return to work as scheduled after FMLA/CFRA leave or if an employee exceeds the authorized FMLA/CFRA entitlement, the employee will be subject to Method Schools's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other Method Schools -provided leave available to her or him that applies to the continued absence. Likewise, following the conclusion of the FMLA/CFRA leave, Method Schools' obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

Military Caregiver Leave

Military caregiver leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illness while on active duty. Within the single 12-month period described above, an eligible employee may take a total of twenty-six
(26) weeks of CFRA/FMLA leave, including up to twelve (12) weeks of leave for any other CFRA/FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the single 12- month period, an eligible employee may take up to sixteen (16) weeks of CFRA/FMLA leave to care for a covered service member when combined with up to ten (10) weeks of CFRA/FMLA leave to care for a newborn child.

Military caregiver leave applies on a per-injury basis for each service member. Consequently, an eligible employee may take separate periods of caregiver leave for each covered service member and/or for each serious injury or illness of the same covered service member. A total of no more than twenty-six (26) workweeks of military caregiver leave, however, may be taken within any single 12-month period.

Qualifying Exigency Leave

Employees who meet the eligibility standards set forth above are eligible to request qualifying exigency leave. Although qualifying exigency leave may be combined with leave
for other FMLA-qualifying reasons, under no circumstances may the total leave exceed twelve (12) weeks in any 12-month period (with the exception of military caregiver leave as set forth above).

Eligible employees may take unpaid qualifying exigency leave to tend to certain exigencies arising out of the duty under a call or order to active duty of a covered military member (i.e., the employee's spouse, child or parent). Up to twelve (12) weeks of qualifying exigency leave is available in any twelve (12) month period, as measured by the same method that governs measurement of other forms of leave within this policy, with the exception of military caregiver leave, which is subject to a maximum of twenty-six (26) weeks of leave in a single 12-month period. The maximum amount of qualifying exigency leave an employee may use to bond with a military member on short-term, temporary rest and recuperation during deployment is fifteen (15) days.

Persons who can be ordered to active duty include active and retired members of the armed forces, certain members of the retired Reserve and various other Reserve members, including in the Ready Reserve, Selected Reserve, Individual Ready Reserve, National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve.

A call to active duty refers to a federal call to active duty, and state calls to active duty are not covered unless under order of the president of the United States pursuant to certain laws.

Qualifying exigency leave is available under the following circumstances:

1. **Short-notice deployment:** To address any issue that arises out of short notice (within seven (7) days or less) of an impending call or order to active duty.

2. **Military events and related activities:** To attend any official military ceremony, program or event related to active duty or a call to active duty status, or to attend certain family-support or assistance programs and informational briefings.

3. **Child care and school activities:** To arrange for alternative child care; to provide child care on an urgent, immediate-need basis; to enroll a child in or transfer a child to a new school or day care facility; or to attend meetings with staff at a school or day care facility.

4. **Financial and legal arrangements:** To make or update various financial or legal arrangements or to act as the covered military member's representative before a federal, state or local agency in connection with service benefits.

5. **Counseling:** To attend counseling (provided by someone other than a health care provider) for the employee, the covered military member, or a child or dependent when necessary as a result of duty under a call or order to active duty.

6. **Temporary rest and recuperation:** To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to fifteen (15) days of leave for each instance of rest and recuperation.

7. **Post-deployment activities:** To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to ninety (90) days following termination of the covered military member's active duty status. This also encompasses leave to address issues that arise from the death of a covered military member while on active duty status.

8. **Mutually agreed leave:** Other events that arise from the close family member's call or order to active duty, provided that Method Schools and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

Definitions

A *serious health condition* is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider, and either prevents the employee from

performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing-treatment requirement includes an incapacity of more than three (3) full calendar days and two (2) visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by a chronic condition or permanent or long-term conditions; or absences due to multiple treatments. Other situations may also meet the definition of “continuing treatment.”

Qualifying exigencies include activities such as short-notice deployment, military events, arranging alternative child care, making financial and legal arrangements related to deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

A *covered service member* is either 1) a current service member of the armed forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the service member is undergoing medical treatment, recuperation or therapy; otherwise in outpatient status; or otherwise on the temporary disability retired list; or 2) a covered veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

A *covered veteran* is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. The period between October 28, 2009, and March 8, 2013, is excluded in determining this five-year period.

Next of kin means the nearest blood relative of the service member, other than the service member’s spouse, domestic partner, parent, son or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave.

The definition of “serious injury or illness” for current service members and veterans is distinct from the definition of “serious health condition” for CFRA/FMLA leave. For purposes of this policy, “serious injury or illness” means an injury or illness incurred by the service member in the line of duty while on active duty in the armed forces that may render the service member medically unfit to perform the duties of the service member’s office, grade, rank or rating or that existed before the beginning of active duty and was aggravated by service while on active duty.

With regard to covered veterans, the serious injury or illness may manifest itself before or after the individual assumed veteran status and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member's office, grade, rank or rating; 2) a physical or mental condition for which the covered veteran has received a VA service-related disability rating of 50 percent or greater, and such rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; 3) a physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Purpose/Objective

Method Schools provides female employees with job-protected unpaid leave, up to four months, for disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth). For the purposes of leave under this policy, "four months" mean the number of days the employee would normally work within four calendar months (one-third of a year equaling 17 1/3 weeks), if the leave is taken continuously, following the date the pregnancy leave commences.

The company also provides reasonable accommodations, to the extent required by law, for conditions related to pregnancy, childbirth or related medical conditions. In addition, a transfer to a less strenuous or hazardous position or duties may be available pursuant to an employee's request, if such a transfer is medically advisable. Employees requesting a leave or reasonable accommodation should promptly notify Human Resources.

For more information regarding leave under this policy employees should contact Human Resources

Eligibility

All employees who experience disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth) may request leave or a reasonable accommodation under this policy.

Use of accrued paid leave

Accrued paid sick leave must be used concurrently with leave taken under this policy. If SDI benefits have begun, the employee may choose to supplement those benefits with accrued paid sick leave. Paid sick leave and SDI benefits combined may not exceed 100% of regular pay.

Additionally, employees may choose to use accrued paid leave (such as vacation or paid time off), concurrently with some or all of the leave under this policy. To receive paid leave, eligible employees must comply with the company's normal procedures for the applicable paid-leave policy (e.g., call-in procedures, advance notice). If SDI benefits are being paid, accrued paid leave and SDI payments combined may not exceed 100% of pay.

Maintenance of health benefits

If employees and their families participate in the company's group health plan, the company will maintain coverage during leave under this policy on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their shares of health plan premiums while on leave. In some instances, the company may recover premiums it paid to maintain health coverage or other benefits for employees and their families. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy.
Employees should consult the applicable plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave or a reasonable accommodation under this policy, an employee must provide Human Resources with the following:

1. As soon as practicable and if possible prior to commencing leave, a statement from his or her health care provider supporting the request for leave or reasonable accommodation. The statement should confirm that the requested leave or reasonable accommodation is based on a pregnancy-related disability, and if the statement is provided in support of a leave request, the statement should include an anticipated start and end date. An employee must also supply periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
2. [If the company requires a fitness-for-duty certification for other disability leaves:] Upon return from leave, medical certification of fitness for duty before returning to work. The company will require this certification to address whether employees can perform the essential functions of their positions.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

Employer responsibilities

To the extent required by law, the company will inform employees whether they are eligible for leave under this policy. Should employees be eligible for leave, the company will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities.

As detailed in the California Family Rights Act (CFRA)-Family and Medical Leave Act (FMLA) Policy, the company will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlements. If employees are not eligible for FMLA leave, the company will provide a reason for the ineligibility.

Additionally, the company will engage in an interactive process with employees who request a reasonable accommodation under this policy.

Job restoration

Upon returning from leave, employees will typically be restored to their original positions or to equivalent positions with equivalent pay, benefits, and other employment terms and conditions.

Failure to return after leave

If an employee fails to return to work as scheduled after leave under this policy, or if an employee exceeds the leave entitlement, the employee will be subject to the company's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other company-provided leave available to her that applies to the continued absence.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

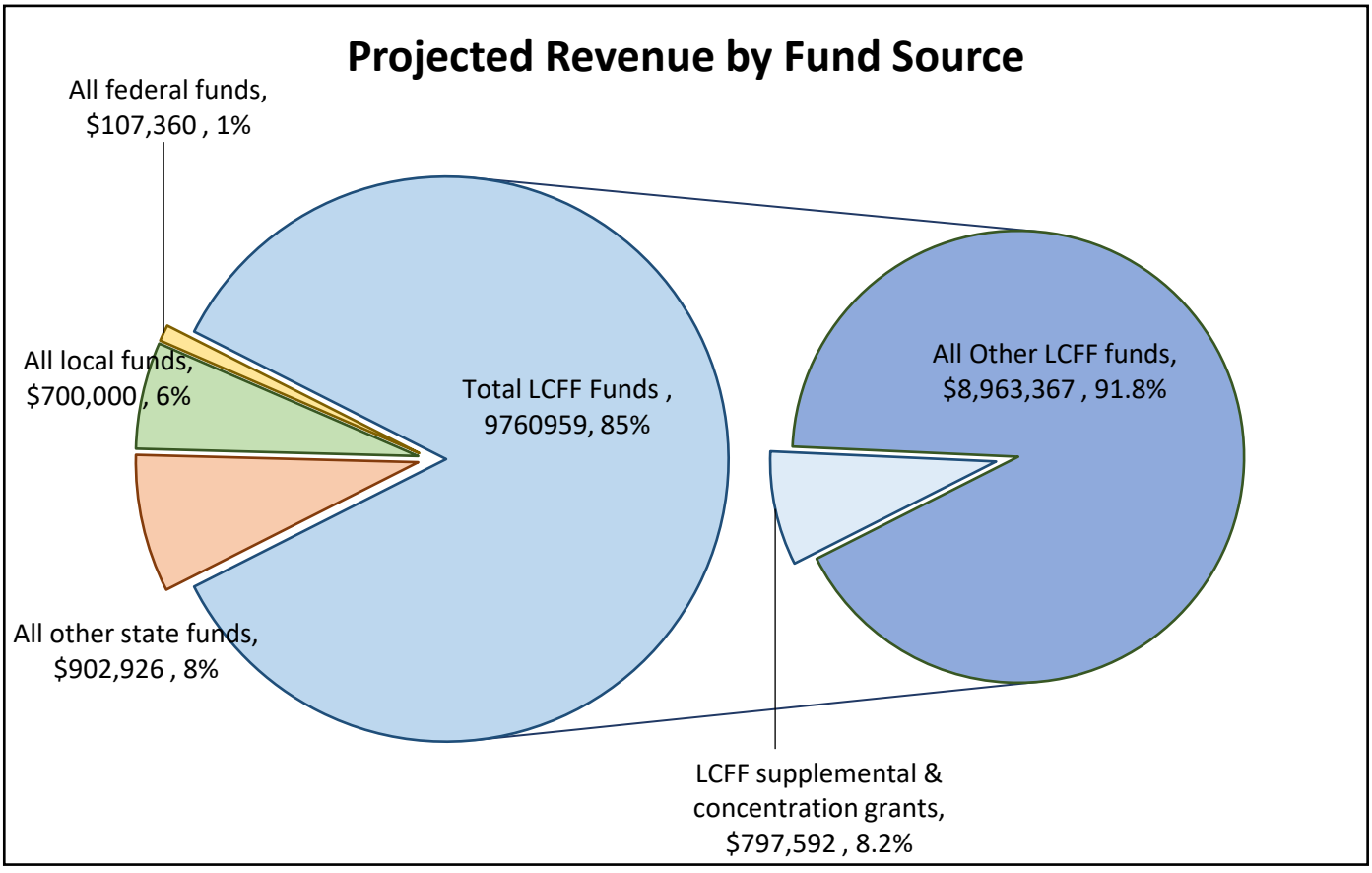
CDS Code: 37-68049-0129221

School Year: 26-27

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 26-27 School Year

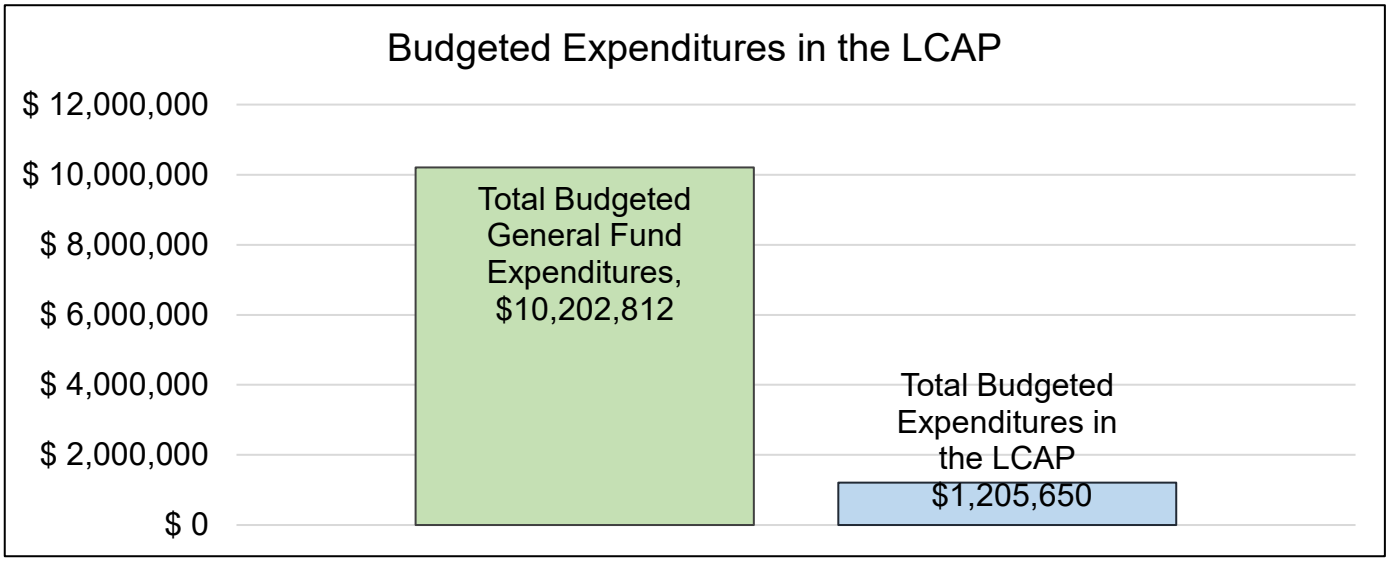


This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is $11,471,245.00, of which $9,760,959.00 is Local Control Funding Formula (LCFF), $902,926.00 is other state funds, $700,000.00 is local funds, and $107,360.00 is federal funds. Of the $9,760,959.00 in LCFF Funds, $797,592.00 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 26-27. 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 $10,202,812.00 for the 26-27 school year. Of that amount, $1,205,650.00 is tied to actions/services in the LCAP and $8,997,162.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

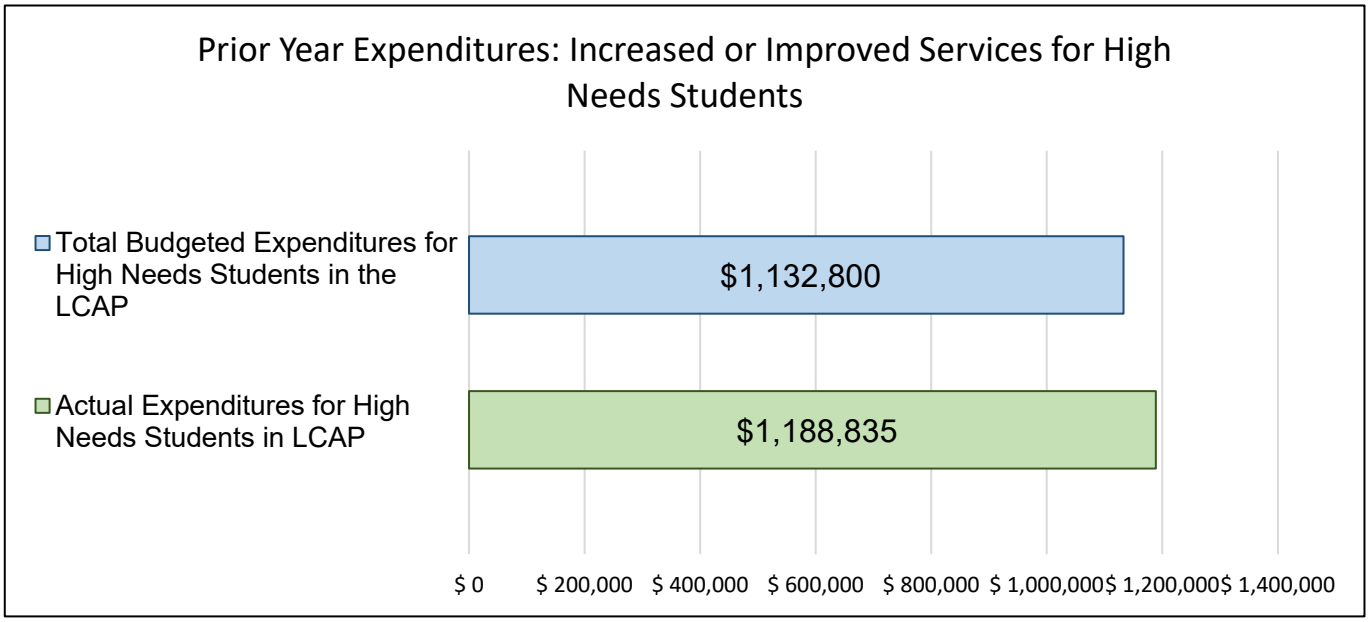
General fund revenue not inlcuded in the LCAP plan iincludes all day to day instructional operations and administrative costs

Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, Method Schools is projecting it will receive $797,592.00 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 $857,800.00 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 25-26



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 25-26, Method Schools's LCAP budgeted $1,132,800.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent $1,188,835.00 for actions to increase or improve services for high needs students in 25-26.

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, Chief Operating Officer	jfernandez@methodschools.org; (951) 461-4620 x7000

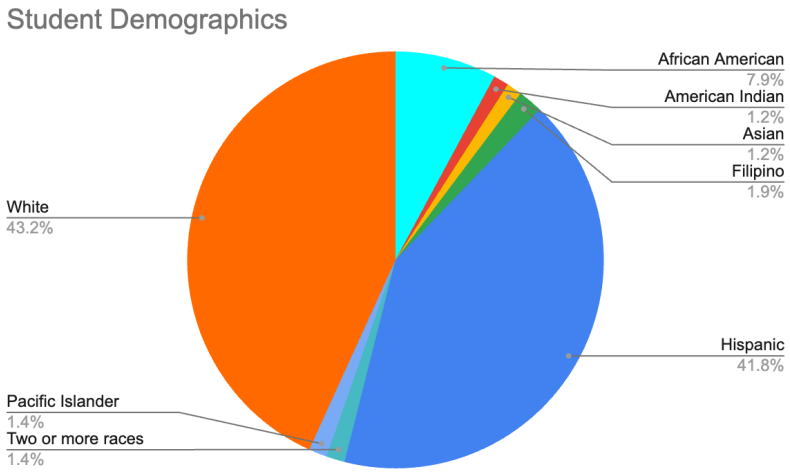
Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Method Schools is an independent study charter school serving grades TK-12 in San Diego and its contiguous counties. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. This year, Method updated its mission to be a more accurate reflection of our purpose and vision, “We continuously advance educational systems to provide families access to non-traditional learning communities and to promote their right to a transformational education.”

Its student demographic is reflective of the larger southern California region. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method’s independent and personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.



Significant Subgroups

Students with Disabilities	13.8%
Socioeconomically Disadvantaged	41.1%

Method Schools' educational program is designed with personalization and flexibility at its core, ensuring that each student receives [illegible] to succeed. By meeting students where they are academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Online coursework is standards-based and completed independently with support from a learning coach and a CA-credentialed Method Schools teacher.
- Students and/or their learning coach meet weekly with Method Schools staff to review coursework, complete assessments, and tailor learning to individual needs.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Students regularly communicate with teachers via email, text, or phone and can access additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Method Schools continues to expand and strengthen its model this year through measurable academic gains, deeper leadership development, and increased organizational capacity. The school sustained its academic growth, improving graduation rates and College and Career Readiness indicator while maintaining stable performance in English Language Arts and Mathematics. Method also invested heavily in leadership development across all levels of the organization, strengtehened partnerships with its authorizer and statewide charter associations, and successfully earned renewal and reauthorization, affirming the strength of its academic and operational systems. Enhanced financial systems and expanded outreach efforts - reflected in significant growth in website engagement - further positions Method as a leader in the independent study space, well-equipped to serve an increasingly diverse population.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Over the past year, Method Schools demonstrated sustained progress across academic outcomes, organizational leadership, and operational effectiveness, as reflected in both California School Dashboard indicators and local data. After making significant gains in prior years, Method maintained its position in the middle-performing category while continuing to improve key student outcomes. Graduation rates and College and Career Readiness indicators improved from Orange to Yellow in 2025, English Language Arts and Mathematics remained stable in yellow, and mathematics showed notable growth of 40.7 points signaling continued instructional impact.

Key areas of progress included strengthened leadership capacity and systems coherence. Method expanded leadership development across the organization, with executive staff in their second year of a leadership development program and the launch of parallel programs for school leaders, support staff, and business teams. Survey data indicate these investments are positively influencing staff growth, engagement, and leadership effectiveness. Method also successfully earned renewal and reauthorization from its authorizer, affirming the strength of its academic program, governance, and operational systems.

Looking ahead, Method Schools remains committed to continuous improvement through:

- Refining its academic program through the expansion of live instructional opportunities, increasing support classes, curriculum development, and migrating curriculum to the Canvas.
- Deepening leadership and staff development through focused professional learning, leadership and instructional coaching, and expanded development pathway.
- Expanding outreach and sustainable growth by refining enrollment approaches and broadening access to Method's programs to better serve students seeking flexible, non-traditional learning environments.

Through sustained growth across the organization, Method continues to strengthen its ability to meet the diverse needs of students and ensure long-term organizational success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Presentation of LCAPs 6.1 a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Leadership and Administration	In development of its LCAP, Method actively consulted with the executive team through its monthly meetings, within its Leadership Development program, and with school leaders in leadership meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, student interviews, and analysis of student performance data. Homeroom teachers spoke with a small sampling of their students to get insight on their school experience, their unique needs, and where they feel Method can improve. Responses were collected, shared, and analyzed collaboratively during Method's quarterly in-person data meeting.
Parents	Parent input was instrumental in shaping the LCAP. Parent surveys provided a structured platform for gathering feedback. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.
Staff	Staff voice was a critical component in the development of the LCAP, ensuring that the plan reflects the experiences, needs, and professional insights of those working most closely with students. Method engaged staff through twice-yearly staff surveys, which provided structured feedback on workplace culture, instructional supports, professional development, and organizational systems. In addition, staff is surveyed following professional learning sessions and in-person meetings to gather timely feedback on the effectiveness, relevance, and impact of these experiences. Staff also participated in facilitated discussions during quarterly all-hands meetings, creating space for open dialogue, reflection on survey results, and collaborative problem-solving. To further deepen understanding, a small sampling of staff members participated in stay interviews focused on workplace culture, staff needs, highlights, and pain points. Feedback gathered through these multiple engagement strategies was reviewed and analyzed by leadership and used to inform LCAP priorities, actions, and resource allocation to better support staff effectiveness and well-being.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

While the LCAP tool is updated annually, stakeholder feedback, academic performance data, and enrollment trends are continuously analyzed as part of Method Schools' strategic operations. On a quarterly basis, Method reports its progress toward both short- and long-term objectives through in-person staff and board meetings, allowing for ongoing evaluation and adjustments to ensure the school remains on track to meet its goals.

The adopted LCAP has been significantly shaped by input from key educational partners, including the executive team, Presentation of LCAPs 6.1 a Through regular meetings, the executive team reviews critical metrics such as student performance, stakeholder satisfaction, and enrollment data, ensuring that organizational objectives align with real-time needs and challenges. Student feedback remains central to this process, gathered through satisfaction surveys, consultations with student leadership, interviews, and academic performance data analysis. Additionally, targeted outreach to specific student subgroups ensures that the LCAP reflects the needs of all learners.

Parent engagement is also a critical component, with insights collected through surveys, the Parent Advisory Committee, phone interviews, and focus groups. This ongoing dialogue allows Method to understand and incorporate parental priorities, ensuring the LCAP aligns with the broader community's expectations and values.

Based on stakeholder input and a review of school performance data, Method Schools has identified the following key areas for focus and resource allocation:

- **Sustaining and further improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

Of these priorities, developing staff remains the primary focus goal. Staff interviews, surveys, and academic performance data indicate that a well-developed MTSS framework has a direct impact on student success, staff satisfaction, and the continuous growth of all learners, particularly unduplicated students. By making ongoing, data-driven refinements throughout the year, Method Schools ensures that its LCAP remains a living document—one that evolves in response to stakeholder needs and drives continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Schools has prioritized increasing academic performance due to low CAASPP scores, low college and career readiness, and high chronic absenteeism among students. These indicators highlight significant challenges in meeting proficiency standards, engaging consistently in classroom instruction, and preparing for post-secondary education and careers. By addressing these issues, Method Schools aims to create a supportive learning environment where all students can thrive academically, equipping them with the skills and knowledge needed for future success in college, careers, and life beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	ELA Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 56 2 - 75 3 - 47 4 - 41 5 - 43 6 - 45 7 - 37 8 - 38 9 - 62 10 - 59 11 - 48 Overall Average: 54.25%	The following are % of students meeting or above grade level: K- 40% 1 -33% 2 - 13% 3 -50% 4 - 51% 5 - 11% 6 - 27% 7 - 23% 8 - 41% 9 - 80% 10 - 81% 11 - 65%* Overall Average: 42.9%	The following are % of students meeting or above grade level: K- 100% 1 -33% 2 - 43% 3 -100% 4 - 80% 5 - 33% 6 - 33% 7 - 48% 8 - 46% 9 - 84% 10 - 82% 11 - 77%* Overall Average: 63.25%	Overall average of 65% students at or above grade level.	by 9%.
2	Math Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 44 2 - 42 3 - 20 4 - 55 5 - 36 6 - 41 7 - 33 8 - 42 9 - 52 10 - 58 11 - 51 Overall Average: 47.8%	The following are % of students meeting or above grade level: K - 40% 1 - 20% 2 - 14% 3 - 6% 4 - 24% 5 - 14% 6 - 29% 7 - 33% 8 - 39% 9 -78% 10 -76% 11 - 79%* Overall Average: 37.7%	The following are % of students meeting or above grade level: K - 40% 1 - 33% 2 - 40% 3 - 57% 4 - 55% 5 - 45% 6 - 54% 7 - 42% 8 - 53% 9 -84% 10 -79% 11 - 80%* Overall Average: 55.2%	Overall average of 55% students at or above grade level.	Overall average increased by 7.4%.

3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 52.2	In 2024, Method Schools' overall distance from standard in English Language Arts is 30.1	In 2025, Method Schools' overall distance from standard in English Language Arts is 24.4	In 2025, Method Schools Distance from Standard will be 0.	distance from standard by 27.8 points.
4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.1	In 2024, Method Schools' overall distance from standard in Mathematics is 78.6	In 2025, Method Schools' overall distance from standard in Mathematics is 40.9	In 2025, Method Schools' Distance from Standard will be 0.	Method improved their Mathematics distance from standard by 59.2 points.
5	A-G completion rate	A-G completion rate is 10.5%	A-G completion rate is 15.1%	A-G completion rate is 14.9%	A-G completion rate will be 80%	A-G completion rate increased by 4.4%.
6	Graduation Rate	Method Schools' graduation rate is 93.2%	Method Schools' graduation rate is 68.8%	Method Schools' graduation rate is 81.6%	Method Schools will achieve a graduation rate of 95%	Graduation rate decreased 12.8%
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	Based on 2024 ELPAC Summative 16% - Well Developed 58% - Moderately Developed 16% - Somewhat Developed 11% -Minimally Developed	Based on 2025 ELPAC Summative 29% - Well Developed 35% - Moderately Developed 18% - Somewhat Developed 6% -Minimally Developed	Based on 2026 ELPAC Summative 33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	Well-developed English Learners increased by 13%.

**11th grade percentage reflects Diagnostic 2 data. 11th graders do not take the NWEA in Diagnostic 3.*

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Method made significant gains in CA Dashboard metrics. While Method saw significant improvements specifically in ELA and mathematics metrics, the school still continues to struggle in A-G completion and graduation rates.

Successful Implementation

- Action 1.1 Edmentum - Method successfully adopted Edmentum Courseware classes at the high school level. Method continued to use the curriculum for 11th and 12th grade courses as well as select electives. However, Method plans to move to Smartfox curriculum for grades 2-12 next year.
- Action 1.2 Smartfox Curriculum - Method successfully completed and adopted Smartfox curriculum at grades 2-10 and plans to adopt Smartfox courses in grades 11-12 next year.
- Action 1.3 ELA and Math Specialists - Last year, Method adjusted its direction by utilizing our current instructional staff to teach intervention classes. In its second year in this model, Method continues to see excellent progress in academic performance.
- Action 1.4 SPED Supports - Method Schools filled the vacant Director of Special Education role and expanded its Special Education teaching staff from 3 to 5 making Special Education services primarily executed through in-house Method staff.

Implementation Challenges:

- Action 1.5 Counselor Development - Method Schools planned to enhance counselor development as part of its efforts to improve academic performance and student support. However, this action was not implemented due to the limitations of conference travel. Based on little improvement on A-G goal and the remaining gap to improve graduation rates, Method has reorganized a new role, Director of Counseling and College Services in order to provide specific direction and implement initiatives to directly impact this goal.
- Action 1.6 Multi Language Support - Method Schools moderately implemented its Multilanguage Support action by hiring an English teacher with experience in multilanguage support and integrating English Language Development (ELD) courses through the Edmentum Courseware catalog. Challenges included ensuring consistent engagement and support for multilingual learners within the online platform. Moving forward, the school aims to enhance direct instructional support and refine strategies to better meet the needs of multilingual students especially in an online environment.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action 1.1 Edmentum HS LMS. Budgeted $30,250 Est. Expenditure $14,000. Difference due to reduced student needs and enrollment.

All other action items for this goal are near or exceed budget.

Percentage of Improved Services differences of note: none

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 1, as demonstrated by the above metrics.

- Action 1.1, 1.2, and 1.3 - Edmentum and Smartfox curriculum demonstrated strong effectiveness as evidenced by increased ELA and mathematics achievement scores in CAASPP.
- Action 1.4 SPED supports demonstrates strong effectiveness and rebounded from challenges experienced in 2024-25 under the direction of the SPED Director.
- Action 1.5 Counselor Development shows limited effectiveness based on A-G completion rate increasing but overall graduation rate declining. Further investment in counselor training and analysis of graduation rate are necessary.
- Action 1.6 English Language supports showed effectiveness as students continue to move toward well developed proficiency per the summative ELPAC assessment.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	$30,250	Yes
2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.	$160,000	Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	$275,000	Yes

5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	$	
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	$50,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and engagement data, Method designed this goal to enhance satisfaction by fostering a more inclusive and collaborative school culture. It aims to strengthen communication, increase participation, and ensure all stakeholders feel valued and involved in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	Method's Parent Advisory Committee has 2 active members.	Method's Parent Advisory Committee has 17 members	Method's Parent Advisory Committee will equal 10% of student population.	Method's Parent Advisory Committee increased by 1 member
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	Based on Spring 2025 parent satisfaction survey, Method earned an 86% satisfaction score from parents.	Based on Fall 2025parent satisfaction survey, Method earned 78% satisfaction score	Method will earned an 95% satisfaction score from parents.	Parent satisfaction decreased by 7%
3	Student Satisfaction	Based on the Fall student satisfaction survey, Method earned an 80% satisfaction score from its students.	Based on the Fall student satisfaction survey, Method earned an 74% satisfaction score from its students.	Based on Fall 2025 student satisfaction survey, Method earned 82% satisfaction score	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	Student satisfaction increased by 2%
4	Staff Satisfaction	65% of staff rated their overall satisfaction with their work experience at Method.	76% of staff rated their overall satisfaction with their work experience at Method.	100% of staff rated their overall satisfaction with their work experience at Method.	90% of staff will rate their overall satisfaction with their work experience at Method.	Overall satisfaction increased by 35%
5	Student Attendance	Method Schools maintained an average daily attendance of 95%.	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 96.95%	Method Schools will maintain an average daily attendance of 95%	Method Schools increased its average daily attendance by 1.95%.
6	Staff Evaluation Scores	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 94%.	Method Schools will improve staff performance to 90%.	Method staff performance evaluations improved by 5%.
7 (3.3)	Leadership Effectiveness	48% of staff rated leadership extremely or very effective.	87% of staff rated leadership extremely or very effective.	90% of staff rated leadership either extremely effective (57%) or very effective (37%).	Across all departments, 90% of staff will rate leadership "extremely effective"	Staff's rating of leadership effectiveness increased by 47%.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout t

Successful Implementation:

- Action 2.1 Method added two additional stipend Parent Success Manager roles. The Parent Success Managers facilitate the Parent Advisory Committee, host Parent Workshops, and support parents
- Action 2.2 After little participation in 2024-25, PAC meetings have been well-attended with a total of 17 parents participating in the meetings throughout the year.
- Action 2.3 Method continues to provide opportunities for student leadership, social activities such as bonfires, field days, service learning, and traditional school events like Prom and Grad Night. Student-led clubs have also increased.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 2 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 2, as determined by both quantitative and qualitative indicators.

- Action 2.1 and Action 2.2 shows effectiveness evidenced by an increase in Parent Advisory Committee turnout.
- Action 2.3 shows strong effectiveness as evidenced by an increase in overall satisfaction and an overall growth in student attendance and enrollment.
- shows limited effectiveness as evidenced by low turnout in the Parent Advisory Committee. Further exploration revealed that the majority of parents do not want a high level of involvement at school and desire only to focus on their role as learning coach.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on active engagement of all stakeholders.

Metrics Modifications: No changes to metrics.

Actions Modifications: Action 2.6 has been removed. Method Schools is no longer pursuing land acquisition.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update T Presentation of LCAPs 6.1 a
Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	$23,500	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	$7,000	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	$72,850	No
5 (3.3)	Director of Learning & Experience	The role of a Director of Learning and Experience is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes and the overall experience at Method Schools.	$84,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Schools prioritized the development of tools and practices to better support students based on insights gleaned from staff interview feedback, satisfaction surveys, ongoing leadership changes, and reorganizational shifts. By listening to staff perspectives, identifying areas for improvement through surveys, and recognizing the impact of leadership transitions and organizational adjustments, Method Schools aims to enhance its support framework for students. This proactive approach underscores the institution's commitment to continuous improvement and responsiveness to evolving needs within the school community, ensuring that students receive the comprehensive support necessary for their academic and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 99%.	Method Schools maintained an average daily attendance of 96.95%	Method will maintain an average daily attendance rate of 95% per learning period.	Method Schools average daily attendance declined 2%; however, the school still meets the target of 95% per learning period.
2	Tiered Reengagement Process Effectiveness	2% of student population were withdrawn due to not meeting program requirements.	2% of student population for not meeting program requirements.	1% of student population were withdrawn for not meeting program requirements.	Method Schools will reduce the % of withdrawn students for not meeting program requirements to 5%.	Method Schools reduced the % of student population withdrawn for not meeting program requirements by 1%.
3	Chronic Absenteeism	23.8% of students were chronically absent in 2023.	9.5% of students were chronically absent in 2024.	8.3% of students were chronically absent in 2025	Method Schools will reduce the % of chronically absent students to 5%	Method Schools' chronic absenteeism reduced by 15.5%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method made significant progress towards the implementation and planned actions while adapting to emerging needs and challenges throughout the year.

Successful implementation:

- Action 3.1 Leadership Development Program: The original Leadership Development program is in its second year with excellent results with 90% of staff rating Method leadership extremely or very effective.
- Action 3.2 MTSS Implementation: Method refocused training on the pillars of Multi-Tiered System of Supports, a MTSS guide has been published, and instructional staff participates in training and collaborate towards ongoing improvement.
- Action 3.3 MTSS Tracker was successfully developed and implemented. Method will change Student Information Systems in the 2026-27 school year.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 3 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 3 as demonstrated by both quantitative and qualitative data.

- Action 3.1 Professional learning has demonstrated effectiveness based on staff evaluations as well as the improvements in attendance, effective tiered re-engagement process, and the decline of chronic absenteeism.
- Action 3.2 and Action 3.3 demonstrate effectiveness as demonstrated by the decline of chronic absenteeism and effectiveness of its tiered re-engagement process.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no adjustments to goal, metrics, outcomes, or actions.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1 (3.3)	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	$70,000	Yes
2 (3.4)	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	$197,200	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.	$5000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Schools developed this goal to ensure continued student success, financial stability, and program expansion. Increasing enrollment extends Method's high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method's goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual student enrollment	Student enrollment in 2024 was 361.	Student enrollment in 2024 was 361.	Student enrollment in 2025 was 428	Overall student enrollment in 2027 will be 450 students	Method increased enrollment by 67.
2 (4.3)	The Academy at Method Schools Enrollment Growth	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools this year is 28.	The Academy at Method Schools enrollment will be 50 students	The Academy at Method Schools enrollment increased to 39.
3 (4.4)	Secure seat-based petition	Method Schools operates 2 separate independent study charters and will open a seat-based charter in 2025-26.	Method Schools will secure an additional seat-based charter.	Method Schools secured a seat-based charter.	A seat-based charter will be secured and in operation.	Method Schools secured a seat-based charter.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools has successfully expanded its reach and retention strategies as evidenced by its increased enrollment, expansion of new schools, and increases in its internal programs. The Director of Expansion role is refocused on expansion internally as the Director of Counseling and College and Career Readiness specifically to address low college and career readiness, limited change in A-G completion, and while Method continues to improve its graduation rate, it still has more room to grow.

Further, Method has relaunched The Academy at Method Schools, the dual enrollment program that allows high school students to take community college courses. The Academy at Method School successfully relaunched in the 25-26 school year with a fall cohort of 17 and a new cohort in spring semester. In doing so, Method expects that college and career readiness and postsecondary success will continue to increase.

Method leadership and enrollment teams both monitor and evaluate enrollment growth efforts. Enrollment team has a new focus as Experience specialists with responsibilities that include understanding and promoting new programs within Method.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action item 3: Method has expanded course offerings and programs, however this has primarily been achieved via normal operational staff expectations.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 4 as demonstrated by both quantitative and qualitative data.

Action 4.1 Director of Expansion has successfully contributed to enrollment growth, the acquisition of a seat-based charter, and growth in The Academy at Method Schools.

Action 4.2 Retention strategies continue to improve as evidenced by the steady enrollment growth.

Action 4.3 The Academy at Method Schools has successfully relaunched with now two co-horts running.

Action 4.4 School leadership regularly analyze enrollment trends at Data and Assessment meetings. Enrollment reports new trends on a monthly basis at Method staff meetings. Method continues to adjust strategies to meet the needs of its community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that re
on prior practice.

Method Schools removed goal 2 as it secured a seat-based petition for the sports academy. Sports academy growth will be tracked under the Method Summit Academy LEA.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of Expansion role/Director of College and Career Readiness and Counseling	The Director of Expansion role was refocused as the Director of College and Career Readiness and Counseling. This role will drive strategic enrollment growth specifically in enhancing development of internal programs that support post secondary options for high school students.	$90,000	Yes
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	$15,000	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	$15,000	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	$3750	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$797,592	$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
8.9%	0%	$0	8.9%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4 (3.1)	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
2.5 (3.2)	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1 (3.3)	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of Expansion role/Director of College and Career Readiness and Counseling	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Schools' programs and support toward successful completion of high school and transition to college and careers.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Schools requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) Effectiveness
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

For any limited 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, as applicable.

[Provide description here]

Additional Concentration Grant Funding

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.

N/A Method Schools does not receive concentration grant funding

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	127:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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 (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 202
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 goal is to allow educational partners that participated in the LCAP development process and the broader public to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal r

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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 meeti
engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 imp 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student grc performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly ba Presentation of LCAPs 6.1 a research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Sect th unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the p
their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwi Presentation of LCAPs 6.1 a provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA exp condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 requirer 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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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

- 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 e
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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 a 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 ar quotient to a percentage. This percentage is the Planned Percentage of Improved Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 Estir
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 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 plus 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 LCF 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
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Total Planned Expenditures Table

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
2026-27	$ 8,963,367	$ 797,592	8.898%	0.000%	8.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 930,650	$ 275,000	$ -	$ -	$ 1,205,650.00	$ 1,083,600	$ 122,050

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	Edementum HS LMS	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 30,250	$ 30,250	$ -	$ -	$ -	$ 30,250	0.000%
1	2	Curriculum Development	All	Yes	LEA-wide	All	Method Schools	annual	$ 160,000	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
1	3	ELA and Math Specialists	All	Yes	LEA-wide	All	Method Schools	annual	$ 98,000	$ -	$ 98,000	$ -	$ -	$ -	$ 98,000	0.000%
1	4	SPED Supports	SPED	Yes	LEA-wide	All	Method Schools	annual	$ 275,000	$ -		$ 275,000	$ -	$ -	$ 275,000	0.000%
1	5	Counselor Development	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
1	6	Multi-language development program	ELA	Yes	LEA-wide	English Learners	Method Schools	annual	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 4,300	$ 1,800	$ 6,100	$ -	$ -	$ -	$ 6,100	0.000%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 23,500	$ -	$ 23,500	$ -	$ -	$ -	$ 23,500	0.000%
2	3	Student Clubs and Leadership	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide	All	Method Schools	annual	$ 47,850	$ 25,000	$ 72,850	$ -	$ -	$ -	$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	Method Schools	annual	$ 84,000	$ -	$ 84,000	$ -	$ -	$ -	$ 84,000	0.000%
3	3	Professional Development Program and position specific	All	Yes	LEA-wide	All	Method Schools	annual	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	Method Schools	annual	$ 197,200	$ -	$ 197,200	$ -	$ -	$ -	$ 197,200	0.000%
3	5	MTSS Tracker	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Director of College Career CTE	All	Yes	LEA-wide	N/A	Method Schools	annual	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	2	Strengthen student retention strategies	All	Yes	LEA-wide	All	Method Schools	annual	$ 30,000	$ (15,000)	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	3	Expand course offerings and program opportunities	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth efforts	All	Yes	LEA-wide	All	Method Schools	annual	$ 3,750	$ -	$ 3,750	$ -	$ -	$ -	$ 3,750	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 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
$ 8,963,367	$ 797,592	8.898%	0.000%	8.898%	$ 857,800	0.000%	9.570%	**Total:**	$ 857,800
								LEA-wide Total:	$ 857,800
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Edementum HS LMS	Yes	LEA-wide	All	Method Schools	$ 30,250	0.000%
1	2	Curriculum Development	Yes	LEA-wide	All	Method Schools	$ 160,000	0.000%
1	3	ELA and Math Specialists	Yes	LEA-wide	All	Method Schools	$ 98,000	0.000%
1	4	SPED Supports	Yes	LEA-wide	All	Method Schools	$ -	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	Method Schools	$ 3,000	0.000%
1	6	Multi-language development program	Yes	LEA-wide	English Learners	Method Schools	$ 50,000	0.000%
							$ -	0.000%
							$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	Method Schools	$ 6,100	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	Method Schools	$ 23,500	0.000%
2	3	Student Clubs and Leadership	Yes	LEA-wide	All	Method Schools	$ 7,000	0.000%
							$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		Method Schools	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	Method Schools	$ 84,000	0.000%
3	3	Professional Development Program and pc	Yes	LEA-wide	All	Method Schools	$ 70,000	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	Method Schools	$ 197,200	0.000%
3	5	MTSS Tracker	Yes	LEA-wide	All	Method Schools	$ 5,000	0.000%
							$ -	0.000%
4	1	Director of College Career CTE	Yes	LEA-wide	N/A	Method Schools	$ 90,000	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	3	Expand course offerings and program oppc	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth eff	Yes	LEA-wide	All	Method Schools	$ 3,750	0.000%
							$ -	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,205,650.00	$ 1,254,017.00

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	Edementum HS LMS	Yes	$ 30,250	$ 14,000
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496
1	4	SPED Supports	Yes	$ 275,000	$ 280,797
1	5	Counselor Development	Yes	$ 3,000	$ 1,500
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500
				$ -	$ -
3	1	Leadership Development Program	No	$ 72,850	$ 65,182
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500
				$ -	$ -
4	1	Director of College Career CTE	Yes	$ 90,000	$ 112,500
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838
				$ -	$ -

2026-27 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)
$ 797,592	$ 857,800	$ 872,938	$ (15,138)	0.000%	0.000%	0.000% - 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	1	Edementum HS LMS	Yes	$ 30,250	$ 1,400.00	0.000%	0.000%
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439.00	0.000%	0.000%
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496.00	0.000%	0.000%
1	4	SPED Supports	Yes	$ -		0.000%	0.000%
1	5	Counselor Development	Yes	$ 3,000	$ 1,500.00	0.000%	0.000%
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100.00	0.000%	0.000%
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500.00	0.000%	0.000%
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Leadership Development Program	No	$ -	$ -	0.000%	0.000%
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280.00	0.000%	0.000%
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400.00	0.000%	0.000%
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785.00	0.000%	0.000%
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
4	1	Director of College Career CTE	Yes	$ 90,000	$ 90,000.00	0.000%	0.000%
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700.00	0.000%	0.000%
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -	0.000%	
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 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)
$ 8,963,367	$ 797,592	0.000%	8.898%	$ 872,938	0.000%	9.739%	$0.00 - No Carryover	0.00% - No Carryover

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method LA

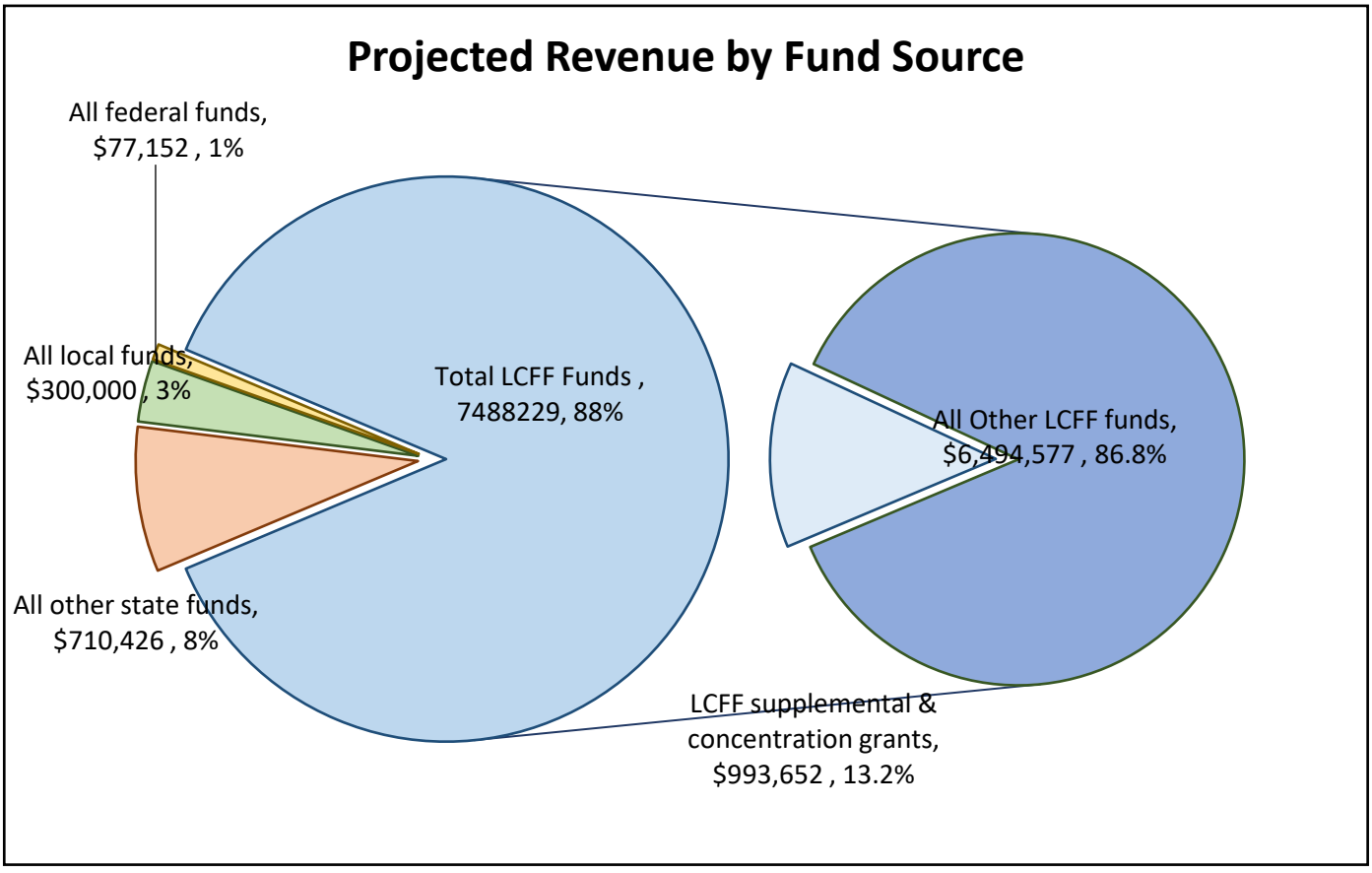
CDS Code: 19-175309-0137703

School Year: 26-27

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 26-27 School Year

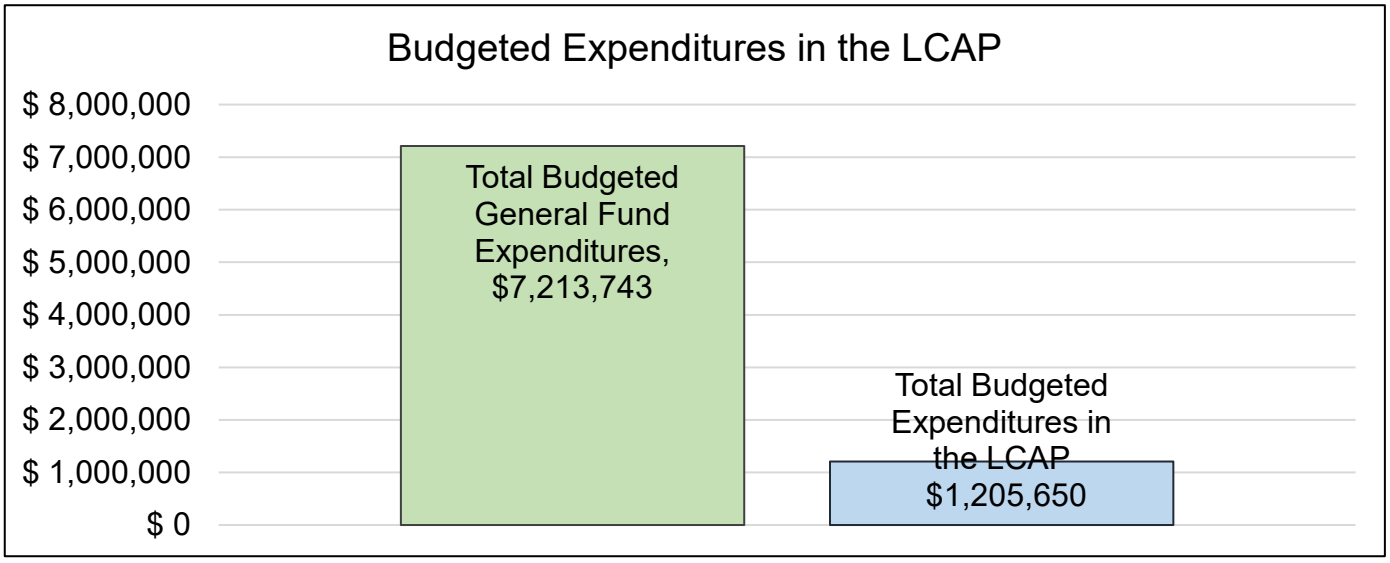


This chart shows the total general purpose revenue Method LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method LA is $8,575,807.00, of which $7,488,229.00 is Local Control Funding Formula (LCFF), $710,426.00 is other state funds, $300,000.00 is local funds, and $77,152.00 is federal funds. Of the $7,488,229.00 in LCFF Funds, $993,652.00 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 LA plans to spend for 26-27. 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 LA plans to spend $7,213,743.00 for the 26-27 school year. Of that amount, $1,205,650.00 is tied to actions/services in the LCAP and $6,008,093.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund revenue not inlcuded in the LCAP plan iincludes all day to day instructional operations and administrative costs

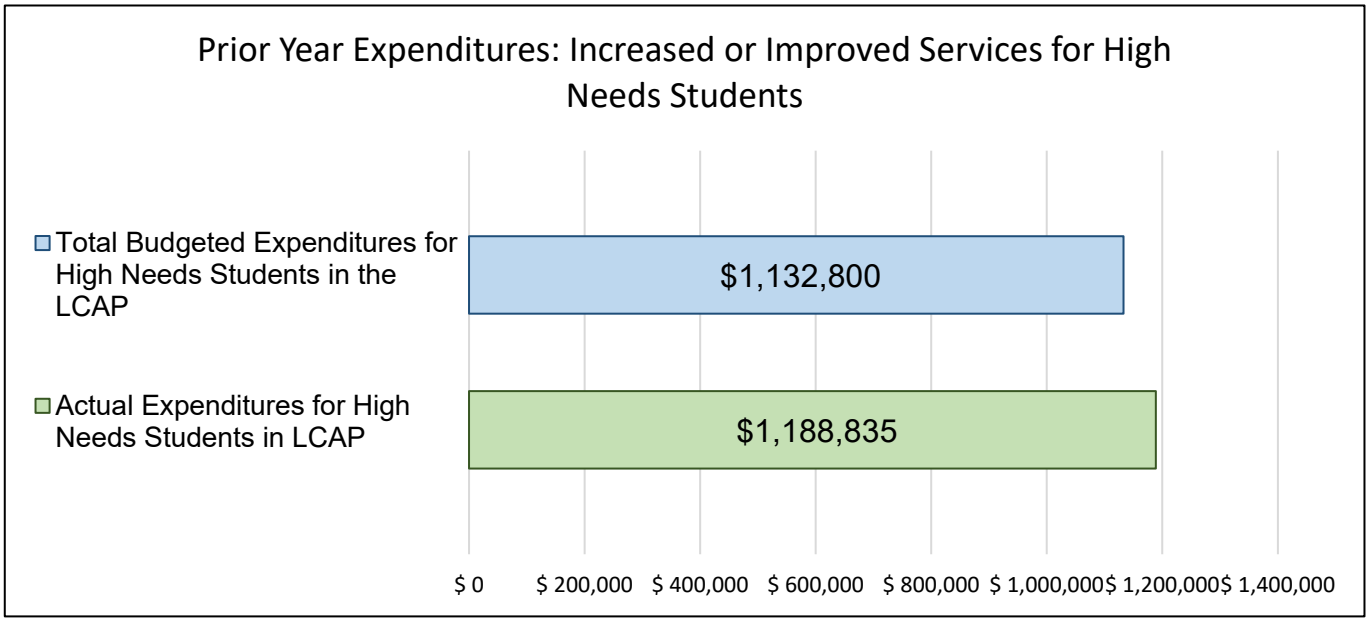
Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, Method LA is projecting it will receive $993,652.00 based on the enrollment of foster youth, English learner, and low-income students. Method LA must describe how it intends to increase or improve services for high needs students in the LCAP. Method LA plans to spend $857,800.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Method's day to day intsructional operations includes services and attention to improved services for high needs. An exampleof daily needs for improved services that are not included in LCAP goals is the purchase of ELL specific devicie add ons, and additiional counseling needs for all high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 25-26



This chart compares what Method 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 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 25-26, Method LA's LCAP budgeted $1,132,800.00 for planned actions to increase or improve services for high needs students. Method LA actually spent $1,188,835.00 for actions to increase or improve services for high needs students in 25-26.

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, Chief Operating Officer	jfernandez@methodschools.org; (951) 461-4620 x7000

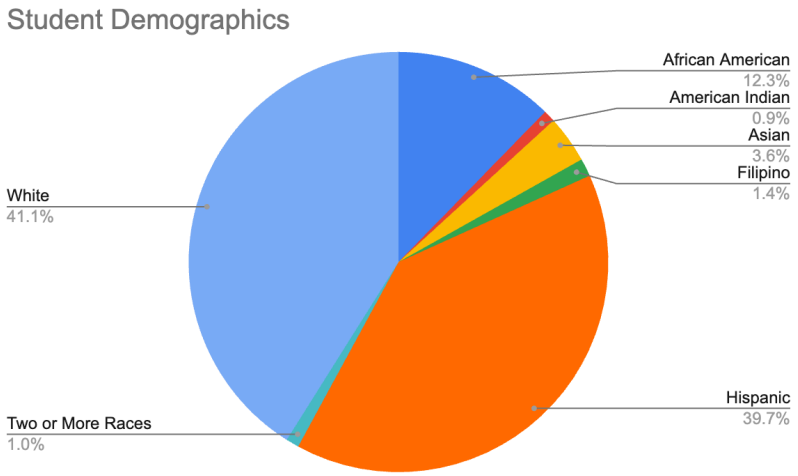
Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Method Schools, LA is an independent study charter school serving grades TK-12 in Los Angeles county and its contiguous counties. Established in 2014, Method Schools, LA is a non-classroom based program that serves students through a highly differentiated online instructional program. This year, Method updated its mission to be a more accurate reflection of our purpose and vision, “We continuously advance educational systems to provide families access to non-traditional learning communities and to promote their right to a transformational education.”

Its student demographic is reflective of the larger southern California region. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method’s independent and personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.



Significant Subgroups

English Learners	10.6%
Students with Disabilities	14.5%
Socioeconomically Disadvantaged	51.5%

Method Schools, LA's educational program is designed with personalization and flexibility at its core, ensuring that each student re[illegible] need to succeed. By meeting students where they are academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Online coursework is standards-based and completed independently with support from a learning coach and a CA-credentialed Method Schools, LA teacher.
- Students and/or their learning coach meet weekly with Method Schools, LA staff to review coursework, complete assessments, and tailor learning to individual needs.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Students regularly communicate with teachers via email, text, or phone and can access additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Method Schools, LA continues to expand and strengthen its model this year through measurable academic gains, deeper leadership development, and increased organizational capacity. The school sustained its academic growth, improving graduation rates and College and Career Readiness indicator while maintaining stable performance in English Language Arts and Mathematics. Method also invested heavily in leadership development across all levels of the organization, strengthened partnerships with its authorizer and statewide charter associations, and successfully earned renewal and reauthorization, affirming the strength of its academic and operational systems. Enhanced financial systems and expanded outreach efforts - reflected in significant growth in website engagement - further positions Method as a leader in the independent study space, well-equipped to serve an increasingly diverse population.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Over the past year, Method Schools, LA demonstrated sustained progress across academic outcomes, organizational leadership, and operational effectiveness, as reflected in both California School Dashboard indicators and local data. After making significant gains in prior years, Method maintained its position in the middle-performing category while continuing to improve key student outcomes. Graduation rates and College and Career Readiness indicators improved from Orange to Yellow in 2025, English Language Arts and Mathematics grew to green and mathematics showed notable growth of 51 points signaling continued instructional impact.

Key areas of progress included strengthened leadership capacity and systems coherence. Method Schools, LA expanded leadership development across the organization, with executive staff in their second year of a leadership development program and the launch of parallel programs for school leaders, support staff, and business teams. Survey data indicate these investments are positively influencing staff growth, engagement, and leadership effectiveness. Method also successfully earned renewal and reauthorization from its authorizer, affirming the strength of its academic program, governance, and operational systems.

Looking ahead, Method Schools, LA remains committed to continuous improvement through:

- Refining its academic program through the expansion of live instructional opportunities, increasing support classes, strengthening curriculum development, and migrating curriculum to the Canvas.

- Deepening leadership and staff development through focused professional learning, leadership and instructional coaching, development pathway.
- Expanding outreach and sustainable growth by refining enrollment approaches and broadening access to Method's programs to better serve students seeking flexible, non-traditional learning environments.

Through sustained growth across the organization, Method continues to strengthen its ability to meet the diverse needs of students and ensure long-term organizational success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Leadership and Administration	In development of its LCAP, Method actively consulted with the executive team through its monthly meetings, within its Leadership Development program, and with school leaders in leadership meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, student interviews, and analysis of student performance data. Homeroom teachers spoke with a small sampling of their students to get insight on their school experience, their unique needs, and where they feel Method can improve. Responses were collected, shared, and analyzed collaboratively during Method's quarterly in-person data meeting.
Parents	Parent input was instrumental in shaping the LCAP. Parent surveys provided a structured platform for gathering feedback. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.
Staff	Staff voice was a critical component in the development of the LCAP, ensuring that the plan reflects the experiences, needs, and professional insights of those working most closely with students. Method engaged staff through twice-yearly staff surveys, which provided structured feedback on workplace culture, instructional supports, professional development, and organizational systems. In addition, staff is surveyed following professional learning sessions and in-person meetings to gather timely feedback on the effectiveness, relevance, and impact of these experiences. Staff also participated in facilitated discussions during quarterly all-hands meetings, creating space for open dialogue, reflection on survey results, and collaborative problem-solving. To further deepen understanding, a small sampling of staff members participated in stay interviews focused on workplace culture, staff needs, highlights, and pain points. Feedback gathered through these multiple engagement strategies was reviewed and analyzed by leadership and used to inform LCAP priorities, actions, and resource allocation to better support staff effectiveness and well-being.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

While the LCAP tool is updated annually, stakeholder feedback, academic performance data, and enrollment trends are continuously analyzed as part of Method Schools, LA's strategic operations. On a quarterly basis, Method reports its progress toward both short- and long-term objectives through in-person staff and board meetings, allowing for ongoing evaluation and adjustments to ensure the school remains on track to meet its goals.

The adopted LCAP has been significantly shaped by input from key educational partners, including the executive team, Presentation of LCAPs 6.1 b Through regular meetings, the executive team reviews critical metrics such as student performance, stakeholder satisfaction, and enrollment data, ensuring that organizational objectives align with real-time needs and challenges. Student feedback remains central to this process, gathered through satisfaction surveys, consultations with student leadership, interviews, and academic performance data analysis. Additionally, targeted outreach to specific student subgroups ensures that the LCAP reflects the needs of all learners.

Parent engagement is also a critical component, with insights collected through surveys, the Parent Advisory Committee, phone interviews, and focus groups. This ongoing dialogue allows Method to understand and incorporate parental priorities, ensuring the LCAP aligns with the broader community's expectations and values.

Based on stakeholder input and a review of school performance data, Method Schools, LA has identified the following key areas for focus and resource allocation:

- **Sustaining and further improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

Of these priorities, developing staff remains the primary focus goal. Staff interviews, surveys, and academic performance data indicate that a well-developed MTSS framework has a direct impact on student success, staff satisfaction, and the continuous growth of all learners, particularly unduplicated students. By making ongoing, data-driven refinements throughout the year, Method Schools, LA ensures that its LCAP remains a living document—one that evolves in response to stakeholder needs and drives continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Schools, LA will raise its academic performance and achievement indicators in metrics identified below.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Schools, LA has prioritized increasing academic performance due to low CAASPP scores, low college and career readiness, and high chronic absenteeism among students. These indicators highlight significant challenges in meeting proficiency standards, engaging consistently in classroom instruction, and preparing for post-secondary education and careers. By addressing these issues, Method Schools, LA aims to create a supportive learning environment where all students can thrive academically, equipping them with the skills and knowledge needed for future success in college, careers, and life beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	ELA Diagnostic	The following are % of students meeting or above grade level: K - 100% 1 - 56% 2 - 75% 3 - 47% 4 - 41% 5 - 43% 6 - 45% 7 - 37% 8 - 38% 9 - 62% 10 - 59% 11 - 48% Overall Average: 54%	The following are % of students meeting or above grade level: K- 40% 1 -33% 2 - 13% 3 -50% 4 - 51% 5 - 11% 6 - 27% 7 - 23% 8 - 41% 9 - 80% 10 - 81% 11 - 65 Overall Average: 42.3%	The following are % of students meeting or above grade level: K- 75% 1 -50% 2 - 60% 3 -67% 4 - 75% 5 - 0% 6 - 50% 7 - 55% 8 - 43% 9 - 82% 10 - 87% 11 - 80%* Overall Average: 60.3%	Overall average of 65% students at or above grade level.	by 6.3%.
2	Math Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 44 2 - 42 3 - 20 4 - 55 5 - 36 6 - 41 7 - 33 8 - 42 9 - 52 10 - 58 11 - 51 Overall Average: 47.8%	The following are % of students meeting or above grade level: K - 40% 1 - 20% 2 - 14% 3 - 6% 4 - 24% 5 - 14% 6 - 29% 7 - 33% 8 - 39% 9 -78% 10 -76% 11 - 79%* Overall Average: 37.7%	The following are % of students meeting or above grade level: K - 100% 1 - 0% 2 - 20% 3 - 17% 4 - 75% 5 - 0% 6 - 36% 7 - 45% 8 - 48% 9 -78% 10 -90% 11 - 83%* Overall Average: 49.3%	Overall average of 55% students at or above grade level.	Overall average increased by 1.5%.

3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 51.5	In 2024, Method Schools' overall distance from standard in English Language Arts is 16.3	In 2025, Method Schools, LA's overall distance from standard in English Language Arts is 3.4	In 2025, Method Schools, LA's Distance from Standard will be 0.	distance from standard by 48.8 points.
4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.6	In 2024, Method Schools' overall distance from standard in Mathematics is 57.7	In 2025, Method Schools, LA's overall distance from standard in Mathematics is 6.7.	In 2025, Method Schools, LA's Distance from Standard will be 0.	Method improved their Mathematics distance from standard by 93.4 points.
5	A-G completion rate	A-G completion rate is 20%	A-G completion rate is 25	A-G completion rate is 23.9%	A-G completion rate will be 80%	A-G completion rate increased by 3.9%.
6	Graduation Rate	Method Schools' graduation rate is 88.1%	Method Schools' graduation rate is 68.5%	Method Schools, LA's graduation rate is 81.6%	Method Schools, LA will achieve a graduation rate of 95%	Graduation rate decreased 6.5%
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	Based on 2024 ELPAC Summative 16% - Well Developed 39% - Moderately Developed 32% - Somewhat Developed 13% -Minimally Developed	Based on 2025 ELPAC Summative 37% - Well Developed 11% - Moderately Developed 26% - Somewhat Developed 26% -Minimally Developed	Based on 2026 ELPAC Summative 33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	English Language Development proficiency overall improved with most student moving to moderately and well developed proficiency levels.

**11th grade percentage reflects Diagnostic 2 data. 11th graders do not take the NWEA in Diagnostic 3.*

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools, LA made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Method made significant gains in CA Dashboard metrics. While Method saw significant improvements specifically in ELA and mathematics metrics, the school still continues to struggle in A-G completion and graduation rates.

Successful Implementation

- Action 1.1 Edmentum - Method successfully adopted Edmentum Courseware classes at the high school level. Method continued to use the curriculum for 11th and 12th grade courses as well as select electives. However, Method plans to move to Smartfox curriculum for grades 2-12 next year.
- Action 1.2 Smartfox Curriculum - Method successfully completed and adopted Smartfox curriculum at grades 2-10 and plans to adopt Smartfox courses in grades 11-12 next year.
- Action 1.3 ELA and Math Specialists - Last year, Method adjusted its direction by utilizing our current instructional staff to teach intervention classes. In its second year in this model, Method continues to see excellent progress in academic performance.
- Action 1.4 SPED Supports - Method Schools, LA filled the vacant Director of Special Education role and expanded its Special Education teaching staff from 3 to 5 making Special Education services primarily executed through in-house Method staff.

Implementation Challenges:

- Action 1.5 Counselor Development - Method Schools, LA planned to enhance counselor development as part of its efforts to improve academic performance and student support. However, this action was not implemented due to the limitations of conference travel. Based on little improvement on A-G goal and the remaining gap to improve graduation rates, Method has reorganized a new role, Director of Counseling and College Services in order to provide specific direction and implement initiatives to directly impact this goal.
- Action 1.6 Multi Language Support - Method Schools, LA moderately implemented its Multilanguage Support action by hiring an English teacher with experience in multilanguage support and integrating English Language Development (ELD) courses through the Edmentum Courseware catalog. Challenges included ensuring consistent engagement and support for multilingual learners within the online platform. Moving forward, the school aims to enhance direct instructional support and refine strategies to better meet the needs of multilingual students especially in an online environment.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action 1.1 Edmentum HS LMS. Budgeted $30,250 Est. Expenditure $14,000. Difference due to reduced student needs and enrollment.

All other action items for this goal are near or exceed budget.

Percentage of Improved Services differences of note: none

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 1, as demonstrated by the above metrics.

- Action 1.1, 1.2, and 1.3 - Edmentum and Smartfox curriculum demonstrated strong effectiveness as evidenced by increased ELA and mathematics achievement scores in CAASPP.
- Action 1.4 SPED supports demonstrates strong effectiveness and rebounded from challenges experienced in 2024-25 under the direction of the SPED Director.
- Action 1.5 Counselor Development shows limited effectiveness based on A-G completion rate increasing but overall graduation rate declining. Further investment in counselor training and analysis of graduation rate are necessary.
- Action 1.6 English Language supports showed effectiveness as students continue to move toward well developed proficiency per the summative ELPAC assessment.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	$30,250	Yes
2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Schools, LA's independent study and virtual learning model will significantly enhance student success.	$160,000	Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	$275,000	Yes

5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	$	
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	$50,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and engagement data, Method designed this goal to enhance satisfaction by fostering a more inclusive and collaborative school culture. It aims to strengthen communication, increase participation, and ensure all stakeholders feel valued and involved in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	Method's Parent Advisory Committee has 2 active members.	Method's Parent Advisory Committee has 17 members	Method's Parent Advisory Committee will equal 10% of student population.	Method's Parent Advisory Committee increased by 1 member
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	Based on Spring 2025 parent satisfaction survey, Method earned an 86% satisfaction score from parents.	Based on Fall 2025 parent satisfaction survey, Method earned 78% satisfaction score	Method will earned an 95% satisfaction score from parents.	Parent satisfaction decreased by 7%
3	Student Satisfaction	Based on the Fall student satisfaction survey, Method earned an 80% satisfaction score from its students.	Based on the Fall student satisfaction survey, Method earned an 74% satisfaction score from its students.	Based on Fall 2025 student satisfaction survey, Method earned 82% satisfaction score	90% of students will rate Method Schools, LA 9 or 10 in terms of satisfaction.	Student satisfaction increased by 2%
4	Staff Satisfaction	65% of staff rated their overall satisfaction with their work experience at Method.	76% of staff rated their overall satisfaction with their work experience at Method.	100% of staff rated their overall satisfaction with their work experience at Method.	90% of staff will rate their overall satisfaction with their work experience at Method.	Overall satisfaction increased by 35%
5	Student Attendance	Method Schools, LA maintains an average daily attendance of 95% per LP.	Method Schools, LA average daily attendance of 99% per LP.	Method Schools, LA average daily attendance is 97.4% per LP.	Method Schools, LA will maintain an average daily attendance of 95%	Method Schools, LA average daily attendance increased by 2.4%
6	Staff Evaluation Scores	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 94%.	Method Schools, LA will improve staff performance to 90%.	Method staff performance evaluations improved by 5%.
7 (3.3)	Leadership Effectiveness	48% of staff rated leadership extremely or very effective.	87% of staff rated leadership extremely or very effective.	90% of staff rated leadership either extremely effective (57%) or very effective (37%).	Across all departments, 90% of staff will rate leadership "extremely effective"	Staff's rating of leadership effectiveness increased by 47%.

Goal Analysis for 2026-27

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools, LA made moderate progress in implementing our planned actions while adapting to emerging needs and challenges through

Successful Implementation:

- Action 2.1 Method added two additional stipend Parent Success Manager roles. The Parent Success Managers facilitate the Parent Advisory Committee, host Parent Workshops, and support parents
- Action 2.2 After little participation in 2024-25, PAC meetings have been well-attended with a total of 17 parents participating in the meetings throughout the year.
- Action 2.3 Method continues to provide opportunities for student leadership, social activities such as bonfires, field days, service learning, and traditional school events like Prom and Grad Night. Student-led clubs have also increased.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 2 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 2, as determined by both quantitative and qualitative indicators.

- Action 2.1 and Action 2.2 shows effectiveness evidenced by an increase in Parent Advisory Committee turnout.
- Action 2.3 shows strong effectiveness as evidenced by an increase in overall satisfaction and an overall growth in student attendance and enrollment.
- shows limited effectiveness as evidenced by low turnout in the Parent Advisory Committee. Further exploration revealed that the majority of parents do not want a high level of involvement at school and desire only to focus on their role as learning coach.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on active engagement of all stakeholders.

Metrics Modifications: No changes to metrics.

Actions Modifications: Action 2.6 has been removed. Method Schools, LA is no longer pursuing land acquisition.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update T
Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	$23,500	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	$7,000	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	$72,850	No
5 (3.3)	Director of Learning & Experience	The role of a Director of Learning and Experience is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes and the overall experience at Method Schools, LA.	$84,000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Method Schools, LA will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Schools, LA prioritized the development of tools and practices to better support students based on insights gleaned from staff interview feedback, satisfaction surveys, ongoing leadership changes, and reorganizational shifts. By listening to staff perspectives, identifying areas for improvement through surveys, and recognizing the impact of leadership transitions and organizational adjustments, Method Schools, LA aims to enhance its support framework for students. This proactive approach underscores the institution's commitment to continuous improvement and responsiveness to evolving needs within the school community, ensuring that students receive the comprehensive support necessary for their academic and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	Method Schools average attendance was 98.7%	Method Schools average attendance was 97.4%	Method will maintain an average daily attendance rate of 95% per learning period.	Method increased its average daily attendance by 2.4%
2	Tiered Reengagement Process Effectiveness	5% of student population (16% of withdrawn students) were withdrawn due to not meeting program requirements.	5% of student population (16% of withdrawn students) were withdrawn due to not meeting program requirements.	3% of student population were withdrawn due to not meeting program requirements.	Method Schools, LA will reduce the % of withdrawn students due to not meeting program requirements to 5%.	Method Schools, LA improved decreasing by 2% its withdrawals due to not meeting program requirements.
3	Chronic Absenteeism	20.2% of students were chronically absent in 2023.	17.4% of students were chronically absent in 2024.	16.3% of students were chronically absent in 2025	Method Schools, LA will reduce the % of chronically absent students to 5%	Chronic absenteeism declined by 7.5%.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method made significant progress towards the implementation and planned actions while adapting to emerging needs and challenges throughout the year.

Successful implementation:

- Action 3.1 Leadership Development Program: The original Leadership Development program is in its second year with excellent results with 90% of staff rating Method leadership extremely or very effective.
- Action 3.2 MTSS Implementation: Method refocused training on the pillars of Multi-Tiered System of Supports, a MTSS guide has been published, and instructional staff participates in training and collaborate towards ongoing improvement.
- Action 3.3 MTSS Tracker was successfully developed and implemented. Method will change Student Information Systems in the 2026-27 school year.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 3 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 3 as demonstrated by both quantitative and qualitative data.

- Action 3.1 Professional learning has demonstrated effectiveness based on staff evaluations as well as the improvements in attendance, effective tiered re-engagement process, and the decline of chronic absenteeism.
- Action 3.2 and Action 3.3 demonstrate effectiveness as demonstrated by the decline of chronic absenteeism and effectiveness of its tiered re-engagement process.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no adjustments to goal, metrics, outcomes, or actions.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1 (3.3)	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	$70,000	Yes
2 (3.4)	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	$197,200	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.	$5000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Schools, LA will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Schools, LA developed this goal to ensure continued student success, financial stability, and program expansion. Increasing enrollment extends Method's high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method's goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual student enrollment	Student enrollment in 2023 was 194.	Student enrollment in 2025 was 205.	Student enrollment in 2025 was 227.	Overall student enrollment in 2027 will be 450 students	Method increased enrollment by 33.
2	The Academy at Method Schools Enrollment Growth	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	Enrollment this year is 28.	The Academy at Method Schools enrollment will be 50 students	The Academy at Method Schools enrollment increased to 28 students.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Schools, LA has successfully expanded its reach and retention strategies as evidenced by its increased enrollment, expansion of new schools, and increases in its internal programs. Because as a non-classroom based charter, Method is limited in its ability to expand, the Director of Expansion role is refocused on expansion internally as the Director of Counseling and College and Career Readiness specifically to address low college and career readiness, limited change in A-G completion, and while Method continues to improve its graduation rate, it still has more room to grow.

Further, Method has relaunched The Academy at Method Schools, the dual enrollment program that allows high school students to take community college courses. In doing so, Method expects that college and career readiness and postsecondary success will continue to increase.

Method leadership and enrollment teams both monitor and evaluate enrollment growth efforts. Enrollment team has a new focus as Experience specialists with responsibilities that include understanding and promoting new programs within Method.

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.

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action item 3: Method has expanded course offerings and programs, however this has primarily been achieved via normal operational staff expectations.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 4 as demonstrated by both quantitative and qualitative data.

Action 4.1 Director of Expansion has successfully contributed to enrollment growth, the acquisition of a seat-based charter, and growth in The Academy at Method Schools.

Action 4.2 Retention strategies continue to improve as evidenced by the steady enrollment growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the goal, metrics, outcomes or actions,

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of Expansion role/Director of College and Career Readiness and Counseling	The Director of Expansion role was refocused as the Director of College and Career Readiness and Counseling. This role will drive strategic enrollment growth specifically in enhancing development of internal programs that support post secondary options for high school students.	$90,000	Yes
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	$15,000	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	$15,000	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	$3750	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$993,652	$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
13.4%	1.9%	$120,714	15.3%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4 (3.1)	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
2.5 (3.2)	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1 (3.3)	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of Expansion role/Director of College and Career Readiness and Counseling	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Schools' programs and support toward successful completion of high school and transition to college and careers.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Schools, LA requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) Effectiveness
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

For any limited 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, as applicable.

[Provide description here]

Additional Concentration Grant Funding

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.

N/A Method Schools, LA does not receive concentration grant funding

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	127:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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 (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 202
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 goal is to allow educational partners that participated in the LCAP development process and the broader public to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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 meeti
engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 imp 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student grc performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly ba research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Sect th unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the p
their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. Presentation of LCAPs 6.1 b

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwi provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02 s 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA exp condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 requirer 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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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

- 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 e
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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 Estir
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 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 plus 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 LCF 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
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Total Planned Expenditures Table

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
2026-27	$ 6,494,577	$ 993,652	15.300%	0.000%	15.300%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 930,650	$ 275,000	$ -	$ -	$ 1,205,650.00	$ 1,083,600	$ 122,050

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	Edementum HS LMS	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 30,250	$ 30,250	$ -	$ -	$ -	$ 30,250	0.000%
1	2	Curriculum Development	All	Yes	LEA-wide	All	Method Schools	annual	$ 160,000	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
1	3	ELA and Math Specialists	All	Yes	LEA-wide	All	Method Schools	annual	$ 98,000	$ -	$ 98,000	$ -	$ -	$ -	$ 98,000	0.000%
1	4	SPED Supports	SPED	Yes	LEA-wide	All	Method Schools	annual	$ 275,000	$ -		$ 275,000	$ -	$ -	$ 275,000	0.000%
1	5	Counselor Development	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
1	6	Multi-language development program	ELA	Yes	LEA-wide	English Learners	Method Schools	annual	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 4,300	$ 1,800	$ 6,100	$ -	$ -	$ -	$ 6,100	0.000%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 23,500	$ -	$ 23,500	$ -	$ -	$ -	$ 23,500	0.000%
2	3	Student Clubs and Leadership	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide	All	Method Schools	annual	$ 47,850	$ 25,000	$ 72,850	$ -	$ -	$ -	$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	Method Schools	annual	$ 84,000	$ -	$ 84,000	$ -	$ -	$ -	$ 84,000	0.000%
3	3	Professional Development Program and position specific	All	Yes	LEA-wide	All	Method Schools	annual	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	Method Schools	annual	$ 197,200	$ -	$ 197,200	$ -	$ -	$ -	$ 197,200	0.000%
3	5	MTSS Tracker	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Director of College Career and CTE	All	Yes	LEA-wide	All	Method Schools	annual	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	2	Strengthen student retention strategies	All	Yes	LEA-wide	All	Method Schools	annual	$ 30,000	$ (15,000)	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	3	Expand course offerings and program opportunities	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth efforts	All	Yes	LEA-wide	All	Method Schools	annual	$ 3,750	$ -	$ 3,750	$ -	$ -	$ -	$ 3,750	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 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
$ 6,494,577	$ 993,652	15.300%	0.000%	15.300%	$ 857,800	0.000%	13.208%	**Total:**	$ 857,800
								LEA-wide Total:	$ 857,800
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Edementum HS LMS	Yes	LEA-wide	All	Method Schools	$ 30,250	0.000%
1	2	Curriculum Development	Yes	LEA-wide	All	Method Schools	$ 160,000	0.000%
1	3	ELA and Math Specialists	Yes	LEA-wide	All	Method Schools	$ 98,000	0.000%
1	4	SPED Supports	Yes	LEA-wide	All	Method Schools	$ -	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	Method Schools	$ 3,000	0.000%
1	6	Multi-language development program	Yes	LEA-wide	English Learners	Method Schools	$ 50,000	0.000%
							$ -	0.000%
							$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	Method Schools	$ 6,100	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	Method Schools	$ 23,500	0.000%
2	3	Student Clubs and Leadership	Yes	LEA-wide	All	Method Schools	$ 7,000	0.000%
							$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		Method Schools	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	Method Schools	$ 84,000	0.000%
3	3	Professional Development Program and pc	Yes	LEA-wide	All	Method Schools	$ 70,000	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	Method Schools	$ 197,200	0.000%
3	5	MTSS Tracker	Yes	LEA-wide	All	Method Schools	$ 5,000	0.000%
							$ -	0.000%
4	1	Director of College Career and CTE	Yes	LEA-wide	All	Method Schools	$ 90,000	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	3	Expand course offerings and program oppc	Yes	LEA-wide	All	Method Schools	$ 15,000	0.000%
4	4	Monitor and evaluate enrollment growth eff	Yes	LEA-wide	All	Method Schools	$ 3,750	0.000%
							$ -	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,205,650.00	$ 1,254,017.00

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	Edementum HS LMS	Yes	$ 30,250	$ 14,000
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496
1	4	SPED Supports	Yes	$ 275,000	$ 280,797
1	5	Counselor Development	Yes	$ 3,000	$ 1,500
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500
				$ -	$ -
3	1	Leadership Development Program	No	$ 72,850	$ 65,182
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500
				$ -	$ -
4	1	Director of College Career and CTE	Yes	$ 90,000	$ 112,500
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838
				$ -	$ -

2026-27 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)
$ 993,652	$ 857,800	$ 872,938	$ (15,138)	0.000%	0.000%	0.000% - 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	1	Edementum HS LMS	Yes	$ 30,250	$ 1,400.00	0.000%	0.000%
1	2	Curriculum Development	Yes	$ 160,000	$ 237,439.00	0.000%	0.000%
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 82,496.00	0.000%	0.000%
1	4	SPED Supports	Yes	$ -		0.000%	0.000%
1	5	Counselor Development	Yes	$ 3,000	$ 1,500.00	0.000%	0.000%
1	6	Multi-language development program	Yes	$ 50,000	$ 51,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Parent Success Program	Yes	$ 6,100	$ 6,100.00	0.000%	0.000%
2	2	Parent Advisory Program	Yes	$ 23,500	$ 23,500.00	0.000%	0.000%
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Leadership Development Program	No	$ -	$ -	0.000%	0.000%
3	2	Director of Instruction	Yes	$ 84,000	$ 77,280.00	0.000%	0.000%
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 64,400.00	0.000%	0.000%
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 212,785.00	0.000%	0.000%
3	5	MTSS Tracker	Yes	$ 5,000	$ 5,500.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
4	1	Director of College Career and CTE	Yes	$ 90,000	$ 90,000.00	0.000%	0.000%
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700.00	0.000%	0.000%
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ -	0.000%	
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 3,838.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 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)
$ 6,494,577	$ 993,652	0.000%	15.300%	$ 872,938	0.000%	13.441%	$ 120,714.00	1.859%

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Summit Academy

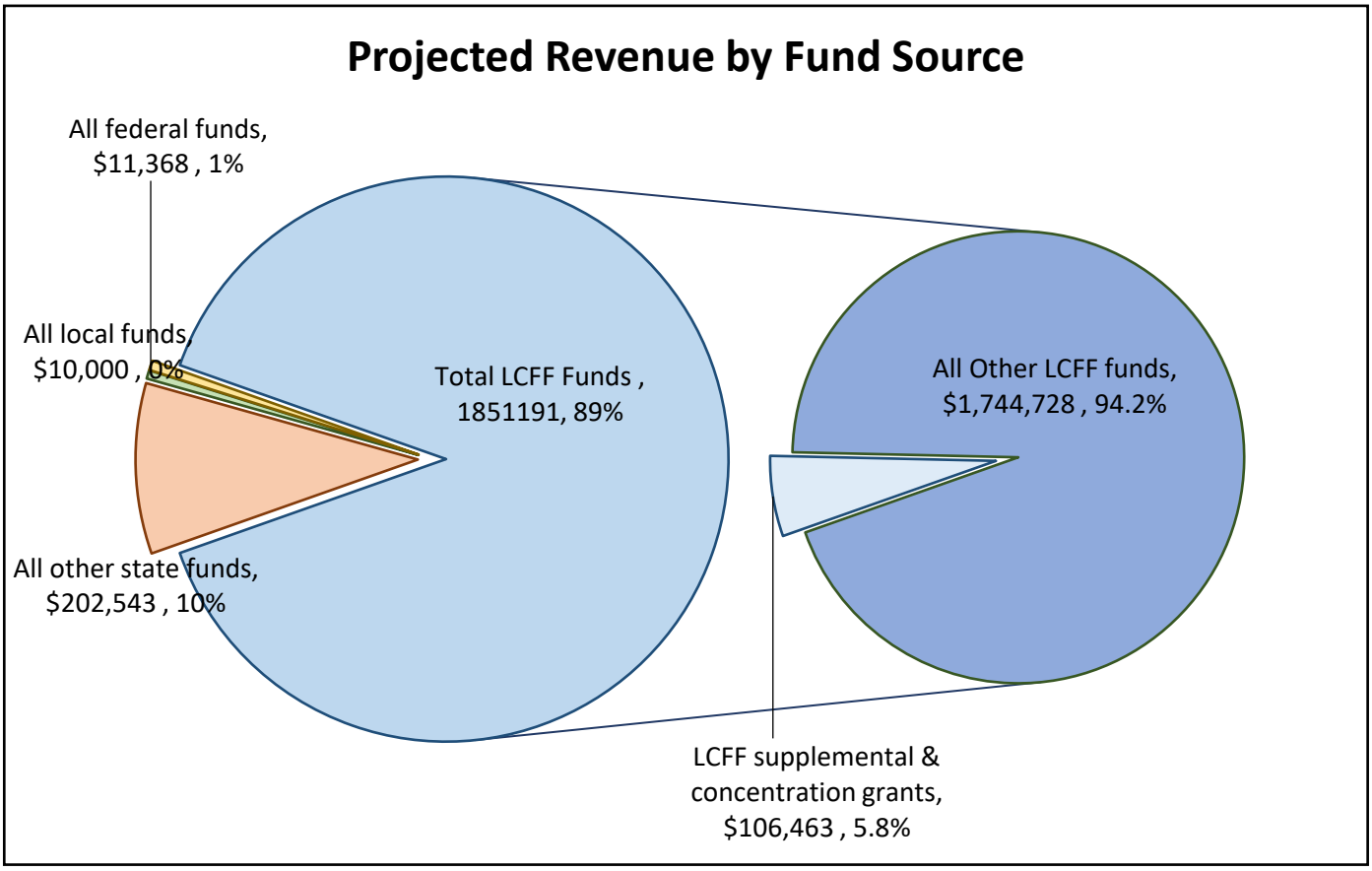
CDS Code: 37 68049 0165290

School Year: 26-27

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 26-27 School Year

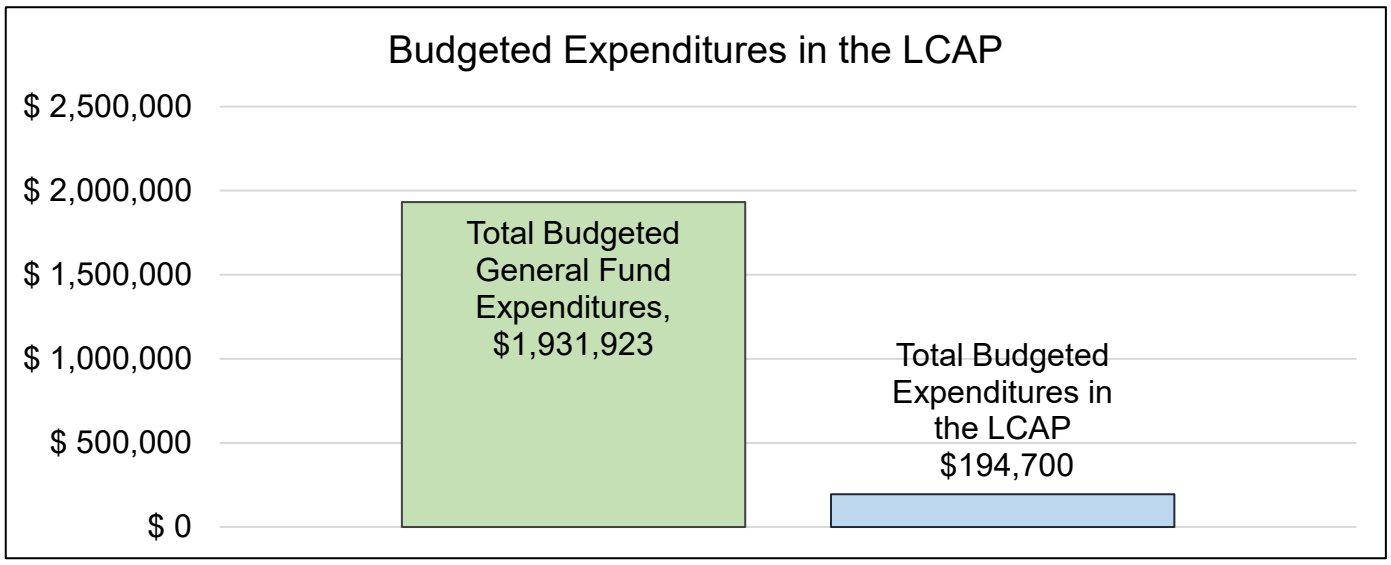


This chart shows the total general purpose revenue Method Summit Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Summit Academy is $2,075,102.00, of which $1,851,191.00 is Local Control Funding Formula (LCFF), $202,543.00 is other state funds, $10,000.00 is local funds, and $11,368.00 is federal funds. Of the $1,851,191.00 in LCFF Funds, $106,463.00 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 Summit Academy plans to spend for 26-27. 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 Summit Academy plans to spend $1,931,923.00 for the 26-27 school year. Of that amount, $194,700.00 is tied to actions/services in the LCAP and $1,737,223.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

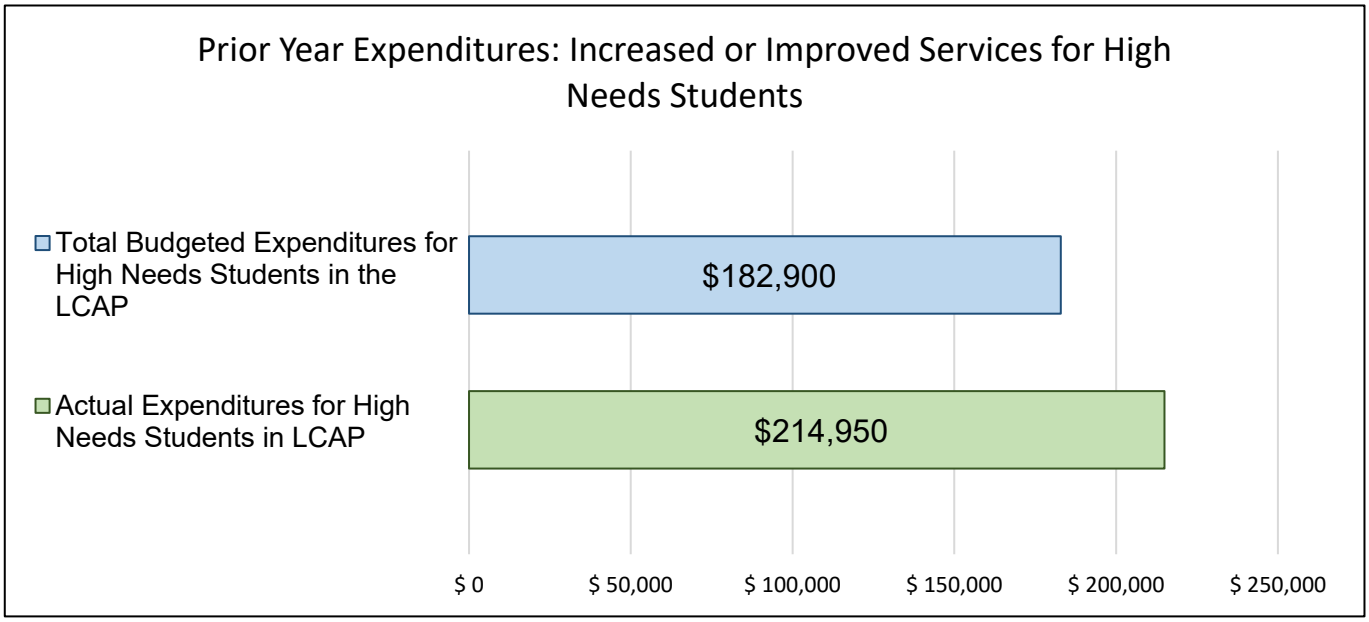
General fund revenue not inlcuded in the LCAP plan iincludes all day to day instructional operations and administrative costs

Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, Method Summit Academy is projecting it will receive $106,463.00 based on the enrollment of foster youth, English learner, and low-income students. Method Summit Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Method Summit Academy plans to spend $182,900.00 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 25-26



This chart compares what Method Summit Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Summit Academy 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 25-26, Method Summit Academy's LCAP budgeted $182,900.00 for planned actions to increase or improve services for high needs students. Method Summit Academy actually spent $214,950.00 for actions to increase or improve services for high needs students in 25-26.

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 Summit Academy	Jade Fernandez, Chief Operating Officer	jfernandez@methodschools.org; (951) 461-4620 x7000

Plan Summary 2026-27

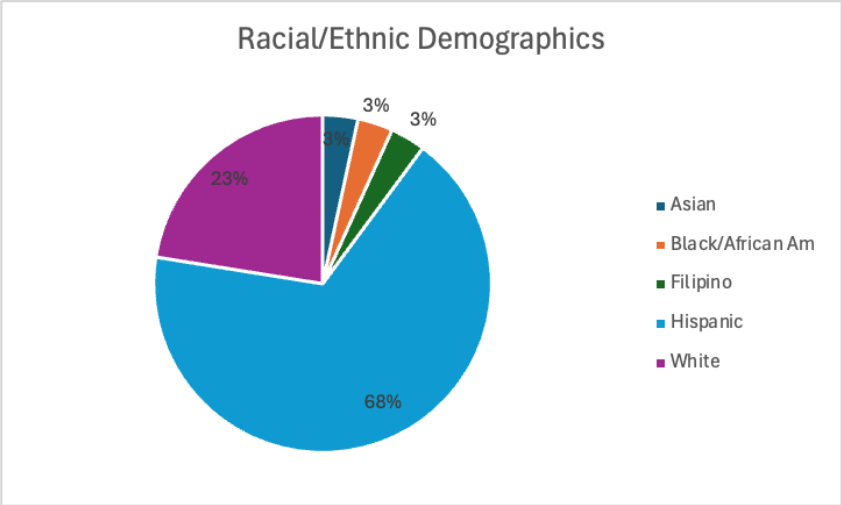
General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Method Summit Academy (MSA) is a seat-based charter school serving grades TK-12 in San Diego and its contiguous counties. Method Summit Academy will deliver an academic program that combines high-quality, accountable seat-based academics with school-delivered athletics training.

Method Summit Academy's mission is to provide unparalleled academic and athletic education and training, making best-in-class resources and opportunities accessible to all students. We are dedicated to fostering a supportive and inclusive environment where every student can excel and achieve their full potential in the classroom and on the field.

MSA envisions becoming a leading institution recognized for transforming students into well-rounded individuals who excel academically, athletically, and personally. We strive to inspire a lifelong love of learning and sports, cultivate a strong sense of integrity and perseverance, and empower our students to become confident, responsible, and impactful leaders in their communities and beyond. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method's personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.



Significant Subgroups

Students with Disabilities	13%
Socioeconomic Disadvantaged	43%
English Learners	6%

Method's educational program is designed with personalization and flexibility at its core, ensuring that each student receives the support they need to succeed. By meeting students at their ability levels academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- A flipped classroom instructional model based on standards-based online coursework completed with classroom support from the Method Summit Academy credentialed teacher.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Strong communication between teachers, students, and families via email, text, or phone with multiple opportunities for additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Method Summit Academy is completing its first year of operation. Therefore, the school does not have any existing California School Dashboard data. In its first year based on local data, Method Summit Academy has found the following.

Strengths:

- Strong enrollment trends and high demand
- High level of parent involvement
- Capable and qualified staff

Areas for Improvement:

- Increase consistency and clarity in academic and expectations expectations
- Improve communication loops between families and school
- Create a unique MTSS-system to address both academic and attendance concerns.
- Provide instructional support specific to a hybrid classroom environment.

As Method Summit Academy continues to grow, these findings will guide strategic planning and continuous improvement efforts to ensure all students are supported in reaching their full potential.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Presentation of LCAPs 6.1 c

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Leadership and Administration	Leadership and administrative staff engaged in a comprehensive review of student performance data, enrollment trends, and stakeholder satisfaction metrics. They actively collaborated with internal stakeholders including staff, students, and families, and consulted with the Method Schools Board to align priorities. In addition, leaders maintained ongoing communication and partnership with external community entities such as the Dehesa Elementary School District and its board, as well as local communities like the Sycuan Tribe, to ensure alignment with community needs and shared educational goals.
Students	Student engagement is facilitated through surveys administered at Method Summit Academy, allowing students to share their perspectives and experiences. Teachers also played a critical role in understanding student needs by building strong relationships and using those connections to gather informal feedback. Additionally, student performance data—including diagnostic assessments, course progress, and grading information—was analyzed to inform planning and support strategies.
Parents	Families at Method Summit Academy were invited to participate in surveys throughout the year to share their feedback and insights. Engagement was further supported through group discussions that allowed for deeper conversations about student needs and school experiences. Joint Parent Advisory Committee Meetings were held quarterly to share school updates and ask feedback from the parents. Ongoing parent-teacher communication also served as a vital channel for gathering input and maintaining a strong connection between families and the school community.
Staff	Staff engagement was maintained through consistent communication and discussion during weekly staff meetings, providing a platform for collaboration, feedback, and planning. In addition to these regular meetings, staff were invited to complete satisfaction surveys during the fall and spring semesters, offering valuable insight into their experiences and perspectives on school operations and instructional support.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was shaped by a collaborative and inclusive engagement process that involved input from students, families, staff, leadership, and community partners. Feedback gathered through surveys, meetings, and ongoing communication helped identify shared priorities and informed the development of goals and actions that are responsive to the needs of the school community. This process ensured that the LCAP reflects a collective vision for student success, staff support, and meaningful family and community engagement.

Based on stakeholder input and a review of school performance data, Method Summit Academy has identified the following key areas for focus and resource allocation:

- **Improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

- **Continued enrollment growth** to ensure long term sustainability of the Method Summit Academy program

Presentation of LCAPs 6.1 c

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Summit Academy will meet or exceed academic performance standards outlined by the California School Dashboard.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Summit Academy set this goal to align with California School Dashboard standards and ensure all students achieve academic success, despite the absence of baseline data. Stakeholder feedback highlights the need for stronger academic support alongside athletics. This goal reflects a commitment to providing targeted interventions, improving access to instruction, and creating a balanced learning environment that supports both academic and athletic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA Diagnostic	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Grade 7: 34.6% Grade 8: 62.5%* Overall Average: 48.6%	Overall average of 65% students at or above grade level.	Method Summit Academy's overall average is 48.6%
2	Math Diagnostic	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Grade 7: 37.3% Grade 8: 50%* Overall Average: 43.7%	Overall average of 6Sta5% students at or above grade level.	Method Summit Academy's overall average is 43.7%
3	ELA CAASPP	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Method Summit Academy CAASPP Scores will be released Fall 2026.	Method Summit Academy distance from standard will be 0.	Method Summit Academy distance from standard will be released in Fall 2026.
4	Math CAASPP	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Method Summit Academy CAASPP Scores will be released Fall 2026.	Method Summit Academy distance from standard will be 0.	Method Summit Academy distance from standard will be released in Fall 2026.

**Grades 6-9 are not included in the LCAP due to a small population size of less than 10.*

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In its first year, Method Summit Academy still has limited overall data due to state testing data and CA School Dashboard metrics being released in the Fall of 2026. It is currently measuring progress based on local assessment data (iReady). At the time of the writing of this LCAP, Method Summit Academy has administered the iReady only twice. It expects further growth by the end of year assessment.

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.

Method Summit experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No differences of note. All action item expenditures are near or exceed budget.

Percentage of Improved Services differences of note: none.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Method Summit Academy is in its initial year of operation and therefore is still establishing its baseline. Progress cannot yet be measured as the school utilized its first year to gather data and establish a starting point.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In its first year of operation, Method Summit Academy did not enroll any 12th grade students. Therefore, A-G and Graduation Rate could not be measured. We will continue to monitor its 9th graders as they progress in high school, but at this time, Method Summit Academy will remove A-G (1.5) and Graduation rate (1.6) metrics from the LCAP.

Additionally, the number of enrolled English Learners is too small to provide accurate assessment of the overall program. The English Learner metric has been removed from the LCAP while MSA continues to build out its program.

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. Not applicable as this is a new charter and first year LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	$4800	Yes

2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Summit Academy's flipped class learning model will significantly enhance student success.	$	
3	ELA/Math Specialist	Instead of specific ELA/Math specialist roles, Method Summit Academy will utilize ELA and Math teachers to provide intervention instruction for students performing below grade level within their class time. In addition to intervention support, Method Summit Academy provides intervention time on Friday mornings.	15,800	Yes
4	SPED Supports	With a special education population of 13%, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	$44,500	Yes
5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	$500	Yes
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	$8000	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Method Summit Academy will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Summit Academy's goal to develop an inclusive and collaborative environment that exceeds stakeholder expectations is well aligned with current needs. Feedback reveals a desire for clearer academic expectations, improved communication, and better-aligned instructional tools—particularly regarding platforms like iReady. Additionally, while families appreciate the school's supportive culture and integration of athletics, some express concerns about grading timeliness and lesson alignment. These insights suggest that fostering a more inclusive and responsive academic environment—where families feel heard, informed, and supported—will not only address current challenges but also elevate the overall learning experience beyond expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Parent Advisory Committee members equal 4% of student population.	Parent Advisory Committee members will equal 10% of the student population.	Parent Advisory Committee increased to 4% of student populations.
2	Parent Satisfaction	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Based on parent satisfaction survey, Method earned 57% satisfaction score.	Based on parent satisfaction survey, Method will earn a 75% satisfaction score.	Parent satisfaction is 57%.
3	Student Satisfaction	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Based on student satisfaction survey, 84% of students are overall satisfied	Based on student satisfaction survey, 90% of students will be overall satisfied.	Student satisfaction is 84%.
4	Staff Satisfaction	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	100% overall satisfaction (75% Extremely Satisfied, 25% Satisfied) rated their overall satisfaction with their work experience at Method.	90% of staff will rate their overall satisfaction extremely satisfied.	75% of staff rate their experience extremely satisfying.
5	Student Attendance	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Method Summit Academy maintained an average daily attendance of is 85.3%	Method Summit Academy will maintain an average daily attendance of 95%.	Method Summit Academy maintained an average daily attendance of 85.3%
6	Staff Evaluation Scores	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Method Summit Academ will improve staff performance to 90%.	Method staff achieved an overall staff performance score of 89%.
7	Leadership Effectiveness	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	90% of staff rated leadership either extremely effective (57%) or very effective (37%).	Across all departments, 90% of staff will rate leadership effective.	57% of staff rated leadership extremely effective.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Summit Academy began its initial year of operation setting up satisfaction surveys, attendance tracking systems, performance evaluations and leadership effectiveness surveys. It is in its beginning stages of data collection and tracking. In addition, Method Summit Academy established a Parent Advisory Committee in conjunction with Dehesa Elementary School and Dehesa Sports Academy.

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.

Method Summit experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No differences of note. All action item expenditures are near or exceed budget.

Percentage of Improved Services differences of note: none.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Method Summit Academy is in its initial year of operation and therefore is still establishing its baseline. Progress cannot yet be measured as the school utilized its first year to gather data and establish a starting point.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goals, metrics, or actions for the coming year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	$1000	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	$3800	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	$1100	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	$11800	No
5 (3.3)	Director of Learning and Experience Role	The role of a Director of Learning and Experience is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes. The role will provide structure and guidance toward	$13,600	Yes

6	Shared Land Use	To better serve our students MSA will participate in shared land use within the boundaries of the Dehesa Elementary School District. Primarily using land owned by Method Summit. This strategic partnership ensures compliance with AB1505 and will provide space for future development to support community gatherings, athletic training, recreational use, and educational activities. The site will eventually include buildings designated for instructional, sports, and extracurricular programs, enhancing engagement and access for all Method students and their families.	$ Presentation of LCAPs 6.1 c

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Method Summit Academy will implement a Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Summit Academy set this goal to refine and improve the Multi-Tiered System of Supports (MTSS) framework based on data indicating significant academic gaps and stakeholder concerns. i-Ready Reading diagnostic results show that over 55% of DMSA students are below grade level, emphasizing the need for a structured intervention system. Additionally, stakeholder feedback highlights challenges with teacher accessibility, classroom resources, and balancing academics with athletics, all of which impact both academic achievement and student well-being. Strengthening MTSS will provide targeted academic interventions, differentiated support, and socio-emotional resources, ensuring all students receive the necessary guidance to thrive both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	Method Summit Academy maintained an average daily attendance of is 85.3%	Method Summit Academy will maintain an average daily attendance of 95%.	Method Summit Academy maintained an average daily attendance of is 85.3%
2	Tiered Reengagement Process Effectiveness	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	0% of students have been withdrawn due to tiered reengagement process. Method Summit Academy has recently established their tiered reengagement process.	Method Summit Academy will not withdraw more than 5% of students for not meeting program requirements.	0% of students have been withdrawn due to tiered reengagement process. Method Summit Academy has recently established their tiered reengagement process.
3	Chronic Absenteeism	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy is a newly established school and was not open during Year 1.	CA School Dashboard data will be released in fall 2026.	Method Summit Academy will reduce the % of chronically absent students to 10%	CA School Dashboard data will be released in fall 2026.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Summit Academy began its initial year of operation setting up attendance tracking systems and based on first semester data, the school recognized a need for its own tiered reengagement process. Staff collaborated to establish a tiered reengagement 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.

Method Summit experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No differences of note. All action item expenditures are near or exceed budget.

Percentage of Improved Services differences of note: none.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Method Summit Academy is in its initial year of operation and therefore is still establishing its baseline. Progress cannot yet be measured as the school utilized its first year to gather data and establish a starting point.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goals, metrics, or actions for the coming year.

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. Not applicable as this is a new charter and first year LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development Program	Method's professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Learning and Experience, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	$11,300	Yes
2	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	$31,900	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.	$800	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Summit Academy will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Summit Academy developed this goal to ensure sustainable student success, financial stability, and program expansion. Increasing enrollment extends Method's high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method's goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Year-over-year student retention rate	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy was not open in year 1.	Method Summit Academy current enrollment is 89 students.	Method Summit Academy current enrollment will be 150 students with 70% of its enrollment returning from the previous year.	Method Summit Academy current enrollment is 89 students.
2	Website traffic and social media engagement	Method Summit Academy is a newly established charter. No baseline data is available.	Method Summit Academy was not open in year 1.	Method Summit Academy website brought 35,873 views to its homepage. Method Summit Academy's instagram account has 165,000 views Method Summit Academy has 2,975 followers on its Instagram account.	Method Summit Academy will bring 100k views to its homepage. Method Summit Academy Instagram account will have 300k views Method Summit Academy will have 5k followers on its Instagram account	Method Summit Academy website brought 35,873 views to its homepage. Method Summit Academy's instagram account has 165,000 views Method Summit Academy has 2,975 followers on its Instagram account.

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Method Summit Academy has established its online presence and its social media account and homepage draws traffic. Method Summit Academy cannot yet measure retention rates from year to year as it is only in its first year of operation.

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.

Method Summit experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No differences of note. All action item expenditures are near or exceed budget.

Percentage of Improved Services differences of note: none.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Method Summit Academy is in its initial year of operation and therefore is still establishing its baseline. Progress cannot yet be measured as the school utilized its first year to gather data and establish a starting point.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goals, metrics, or actions for the coming year.

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. Not applicable as this is a new charter and first year LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of College and Career Readiness and Counseling role	The Director of College and Career Readiness and Counseling role will drive strategic enrollment growth and outreach efforts. This position will focus on developing and implementing targeted recruitment strategies, strengthening community partnerships, and enhancing marketing efforts to attract and retain students with specific purpose towards preparing high school students toward post secondary options.	$14,500	Yes
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	$2400	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	$2400	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	$600	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$106,463	$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
6.10%	0%	$0	6.10%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
2.5	Director of Learning and Experience Role	The Director of Learning and Experience role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of Learning and Experience is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of College and Career Readiness and Counseling role	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Summit Academy's programs. This role will operate school-wide to support overall enrollment growth while prioritizing equity in recruitment and retention.	Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Summit requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Summit Academy enrollment growth, The Academy enrollment growth

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) Effectiveness
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

For any limited 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, as applicable.

[Provide description here]

Additional Concentration Grant Funding

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.

N/A Method Summit does not get concentration grant funding

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	127:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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 (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 goal is to allow educational partners that participated in the LCAP development process and the broader public to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal r Presentation of LCAPs 6.1 c

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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 meeti
engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 imp 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student gro performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly ba Presentation of LCAPs 6.1 c research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Secti th unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the p
their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. Presentation of LCAPs 6.1 c

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwi provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA exp
condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 requirer 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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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

- 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 e
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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 a 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 Estir
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 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 plus 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 LCF 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
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Total Planned Expenditures Table

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 %)
2025-26	$ 1,744,728	$ 106,463	6.102%	0.000%	6.102%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 194,700	$ -	$ -	$ -	$ 194,700.00	$ 176,562	$ 18,138

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	Edementum HS LMS	[Input student group(s)]	Yes	LEA-wide	All	MSA	annual	$ -	$ 4,800	$ 4,800	$ -	$ -	$ -	$ 4,800	0.000%
1	2	Curriculum Development	[Input student group(s)]	Yes	LEA-wide	All	MSA	annual	$ 25,900	$ -	$ 25,900	$ -	$ -	$ -	$ 25,900	0.000%
1	3	ELA and Math Specialists	[Input student group(s)]	Yes	LEA-wide	All	MSA	annual	$ 15,800	$ -	$ 15,800	$ -	$ -	$ -	$ 15,800	0.000%
1	4	SPED Supports	[Input student group(s)]	Yes	LEA-wide	All	MSA	annual	$ 44,500	$ -	$ 44,500	$ -	$ -	$ -	$ 44,500	0.000%
1	5	Counselor Development	[Input student group(s)]	Yes	LEA-wide	All	MSA	annual	$ -	$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%
1	6	Multi-language development program		Yes	LEA-wide	English Learners	MSA	annual	$ 8,000	$ -	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Parent Success Program		Yes	LEA-wide	All	MSA	annual	$ 1,000	$ -	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
2	2	Parent Advisory Program		Yes	LEA-wide	All	MSA	annual	$ 3,800	$ -	$ 3,800	$ -	$ -	$ -	$ 3,800	0.000%
2	3	Student Clubs and Leadership		Yes	LEA-wide	All	MSA	annual	$ -	$ 1,100	$ 1,100	$ -	$ -	$ -	$ 1,100	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Leadership Development Program		No	LEA-wide	N/A	MSA	annual	$ 10,000	$ 1,800	$ 11,800	$ -	$ -	$ -	$ 11,800	0.000%
3	2	Director of Instruction		Yes	LEA-wide	All	MSA	annual	$ 13,600	$ -	$ 13,600	$ -	$ -	$ -	$ 13,600	0.000%
3	3	Professional Development Program and position specific		Yes	LEA-wide	All	MSA	annual	$ 7,562	$ 3,738	$ 11,300	$ -	$ -	$ -	$ 11,300	0.000%
3	4	Schoolwide MTSS		Yes	LEA-wide	All	MSA	annual	$ 31,900	$ -	$ 31,900	$ -	$ -	$ -	$ 31,900	0.000%
3	5	MTSS Tracker		Yes	LEA-wide	All	MSA	annual	$ -	$ 800	$ 800	$ -	$ -	$ -	$ 800	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Director of College Career CTE role		Yes	LEA-wide	N/A	MSA	annual	$ 14,500	$ -	$ 14,500	$ -	$ -	$ -	$ 14,500	0.000%
4	2	Strengthen student retention strategies		Yes	LEA-wide	All	MSA	annual	$ -	$ 2,400	$ 2,400	$ -	$ -	$ -	$ 2,400	0.000%
4	3	Expand course offerings and program opportunities		Yes	LEA-wide	All	MSA	annual	$ -	$ 2,400	$ 2,400	$ -	$ -	$ -	$ 2,400	0.000%
4	4	Monitor and evaluate enrollment growth efforts		Yes	LEA-wide	All	MSA	annual	$ -	$ 600	$ 600	$ -	$ -	$ -	$ 600	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 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
$ 1,744,728	$ 106,463	6.102%	0.000%	6.102%	$ 182,900	0.000%	10.483%	**Total:**	$ 182,900
								LEA-wide Total:	$ 182,900
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Edementum HS LMS	Yes	LEA-wide	All	MSA	$ 4,800	0.000%
1	2	Curriculum Development	Yes	LEA-wide	All	MSA	$ 25,900	0.000%
1	3	ELA and Math Specialists	Yes	LEA-wide	All	MSA	$ 15,800	0.000%
1	4	SPED Supports	Yes	LEA-wide	All	MSA	$ 44,500	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	MSA	$ 500	0.000%
1	6	Multi-language development program	Yes	LEA-wide	English Learners	MSA	$ 8,000	0.000%
							$ -	0.000%
							$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	MSA	$ 1,000	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	MSA	$ 3,800	0.000%
2	3	Student Clubs and Leadership	Yes	LEA-wide	All	MSA	$ 1,100	0.000%
							$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		MSA	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	MSA	$ 13,600	0.000%
3	3	Professional Development Program and pc	Yes	LEA-wide	All	MSA	$ 11,300	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	MSA	$ 31,900	0.000%
3	5	MTSS Tracker	Yes	LEA-wide	All	MSA	$ 800	0.000%
							$ -	0.000%
4	1	Director of College Career CTE role	Yes	LEA-wide	N/A	MSA	$ 14,500	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	All	MSA	$ 2,400	0.000%
4	3	Expand course offerings and program oppc	Yes	LEA-wide	All	MSA	$ 2,400	0.000%
4	4	Monitor and evaluate enrollment growth eff	Yes	LEA-wide	All	MSA	$ 600	0.000%
							$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 194,700.00	$ 226,286.00

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	Edementum HS LMS	Yes	$ 4,800	$ 3,200
1	2	Curriculum Development	Yes	$ 25,900	$ 41,290
1	3	ELA and Math Specialists	Yes	$ 15,800	$ 14,347
1	4	SPED Supports	Yes	$ 44,500	$ 48,800
1	5	Counselor Development	Yes	$ 500	$ 600
1	6	Multi-language development program	Yes	$ 8,000	$ 11,000
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 1,000	$ 1,000
2	2	Parent Advisory Program	Yes	$ 3,800	$ 6,267
2	3	Student Clubs and Leadership	Yes	$ 1,100	$ 1,100
				$ -	$ -
3	1	Leadership Development Program	No	$ 11,800	$ 11,336
3	2	Director of Instruction	Yes	$ 13,600	$ 13,440
3	3	Professional Development Program and position specific	Yes	$ 11,300	$ 11,200
3	4	Schoolwide MTSS	Yes	$ 31,900	$ 37,006
3	5	MTSS Tracker	Yes	$ 800	$ 1,800
				$ -	$ -
4	1	Director of College Career CTE role	Yes	$ 14,500	$ 18,000
4	2	Strengthen student retention strategies	Yes	$ 2,400	$ 2,400
4	3	Expand course offerings and program opportunities	Yes	$ 2,400	$ 2,800
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 600	$ 700
				$ -	$ -

2025-26 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)
$ 106,463	$ 182,900	$ 298,286	$ (115,386)	0.000%	0.000%	0.000% - 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	1	Edementum HS LMS	Yes	$ 4,800	$ 3,200.00	0.000%	0.000%
1	2	Curriculum Development	Yes	$ 25,900	$ 41,290.00	0.000%	0.000%
1	3	ELA and Math Specialists	Yes	$ 15,800	$ 14,347.00	0.000%	0.000%
1	4	SPED Supports	Yes	$ 44,500	$ 48,800.00	0.000%	0.000%
1	5	Counselor Development	Yes	$ 500	$ 600.00	0.000%	0.000%
1	6	Multi-language development program	Yes	$ 8,000	$ 11,000.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
2	1	Parent Success Program	Yes	$ 1,000	$ 1,000.00	0.000%	0.000%
2	2	Parent Advisory Program	Yes	$ 3,800	$ 6,267.00	0.000%	0.000%
2	3	Student Clubs and Leadership	Yes	$ 1,100	$ 1,100.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
3	1	Leadership Development Program	No	$ -	$ -	0.000%	0.000%
3	2	Director of Instruction	Yes	$ 13,600	$ 11,336.00	0.000%	0.000%
3	3	Professional Development Program and position specific	Yes	$ 11,300	$ 13,440.00	0.000%	0.000%
3	4	Schoolwide MTSS	Yes	$ 31,900	$ 11,200.00	0.000%	0.000%
3	5	MTSS Tracker	Yes	$ 800	$ 37,006.00	0.000%	0.000%
				$ -	$ 1,800.00	0.000%	0.000%
4	1	Director of College Career CTE role	Yes	$ 14,500	$ 90,000.00	0.000%	0.000%
4	2	Strengthen student retention strategies	Yes	$ 2,400	$ 2,400.00	0.000%	0.000%
4	3	Expand course offerings and program opportunities	Yes	$ 2,400	$ 2,800.00	0.000%	0.000%
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 600	$ 700.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 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)
$ 1,901,090	$ 106,463	0.000%	5.600%	$ 298,286	0.000%	15.690%	$0.00 - No Carryover	0.00% - No Carryover

MINUTES (in Review)

METHOD SCHOOLS BOARD OF DIRECTORS REGULAR MEETING

Name:	Method Schools Corporation
Date:	Tuesday, December 9, 2025
Time:	6:03 PM to 6:47 PM (PST)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Jessica Spallino, Mark Holley, Pete Getz, Sarah Avanessian, Sarah Delawder, Stefanie Bryant, Tracy Robertson, Yvette Serratos
Notes:	

PUBLIC COMMENT

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. The following guidelines for have been established for consistency and legal compliance in regard to public comment:

- **Agenda Items:** Members of the public may address the Board on any agenda item before or during the Board's consideration of that item (Gov. Code §54954.3). Requests to comment must be submitted using this Public Comment Requestat least 48 hours prior to the Board meet at which you'd like to speak
- **Non-Agenda Items:** A general comment period is provided for matters within the Board's jurisdiction **not listed** on the agenda. The Board cannot take action on non-agenda items except as allowed by law.
- **Time Limits:** Speaker time may be limited to 3 minutes per person, and the Board may set a reasonable overall time limit. All speakers will be given at least one opportunity to comment.
- **Language Access:** When translation is provided, public comment time will be translated and doubled in accordance with Gov. Code §54954.3(b).
- **Accommodations:** If you require a disability-related accommodation or auxiliary aid to participate, please contact Method Human Resources hr@methodschools.org at least 48 hours before the meeting.
- **Conduct:** The Board may not restrict comment based on viewpoint. However, speakers must follow rules of order and not disrupt the meeting.
- **Recording:** Members of the public may record or broadcast the meeting if it does not disrupt proceedings (Gov. Code §54953.5).

1. Call to Order

1.1 Roll Call

Start: 6:03 PM

Board Members:

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

Absent: None

Staff:

Jessica Spallino

Mark Holley

Jade Fernandez

Pete Getz

Stefanie Bryant

Sarah Delawder

Sarah Avanessian

Tracy Robertson

Yvette Serratos

Eve Laurelin

Method Representative- Kathy Granger (Dehesa)

1.2 Public Comment on Closed Session Item(s)

- None

2. Closed Session 5:52 PM

2.1 Pending Litigation

3. Open Session 6:03 PM

3.1 Report Out from Closed Session (if any action taken)

- None

4. Management Reports

4.1 CEO Report

- Jessica Spallino:
    - OKRs / CAASPP Dashboard Update:
        - Method Schools, LA:
            - Green in both ELA and Math

        - Yellow for Chronic Absenteeism
    - Method Schools:
        - Yellow in ELA and Math (close to green)
        - Green for Chronic Absenteeism
- Leadership Development Programs:
    - We're still doing our ELDP (Executive Leadership Development Program), SSDP (Support Services Development Program), and School LDP.

4.2 CBO Report

- Mark Holley: None

4.3 CAO Report

- Jade Fernandez: None

5. Major Decisions and Discussions

5.1 Method Summit Academy Policy Package

- Jade Fernandez: To provide more parameters and expectations, we put together and/or updated these policies.

Method Summit Academy Policy Package

- Safety Plan for DMSA
- MSA Contractor Policy
- Method Schools Van Use Policy
- DMSA Closed Campus Policy
- DMSA Parent Code of Conduct
- DMSA Student Code of Conduct
- DMSA Coach Code of Conduct
- DMSA 2025-26 Parent/Student Handbook

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts
0 Opposed:
0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Shannon Clark
Seconder:	Steven Dorsey
Outcome:	Approved

5.2 SAFE Act Policy

- Jade Fernandez: Created a SAFE Act Policy, including immigration enforcement response and notification procedures.

SAFE Act Policy

Immigration enforcement response & notification policy

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Gloria Vargas
Seconder:	Shannon Clark
Outcome:	Approved

5.3 Employee Economic Security

- Mark Holley: Employee survey results indicate widespread financial insecurity among staff. A one-time 5% cost-of-living bonus is being requested for eligible employees, with a projected total cost of $415,000. The bonus would have no impact on the fund balance or budget.
    - A few open-ended responses from the survey:
        - “Cost-of-living has been extremely challenging to raise a family and provide the needs. I have made the most I have ever made in my life and I’m still living paycheck to paycheck, without any frivolous spending. I’m scratching my head.”
        - “It’s definitely been tough, especially with the prices of homes. We find ourselves struggling to find somewhere affordable to be able to live comfortably. We will definitely be housebroke which doesn’t leave a lot of leisure money for travel.”

Employee Economic Security

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Gloria Vargas
Seconder:	Steven Dorsey
Outcome:	Approved

5.4 Final Audited Financial Statements

- Stefanie Bryant: No changes were reported. The prior audit finding discussed in October (a $1 income discrepancy) was noted. Overall, the audit concluded successfully, and fund balances and cash reserves remain healthy.

Final Audited Financial Statements

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Shannon Clark
Seconder:	Steven Dorsey
Outcome:	Approved

5.5 Creative Back Office 25-26 Contract

- Stefanie Bryant: The item covers the ongoing contract with Creative Back Office (Method's back office provider) for the 2025–26 fiscal year. The provider will also assist with transitions since Method now has Staff Accountant Eve Laurelin on board.

Creative Back Office 25-26 Contract

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Gloria Vargas
Outcome:	Approved

5.6 25-26 1st Interims

- Eve Laurelin: Average Daily Attendance (ADA) is increasing for San Diego and has slightly declined for Los Angeles. ADA figures are higher than last year.

25-26 1st Interims

- Method Schools
- Method Schools, LA
- Method Summit Academy

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Shannon Clark
Seconder:	Steven Dorsey
Outcome:	Approved

5.7 Treasury Account and MSA Petition/Terms

- Stefanie Bryant: Two resolutions were presented:
    1. Approval of the San Diego treasury account to open an account for Method Summit Academy.

2. Approval of the MSA petition term dates (July 1, 2025 – June 30, 2030), as required by the San Diego treasury for account setup.

Treasury Account and MSA Petition/Terms

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Gloria Vargas
Seconder:	Shannon Clark
Outcome:	Approved

5.8 Childcare Policy

- Tracy Robertson: This policy outlines childcare expectations while working remotely. An optional Dependent Flexible Spending Account (DFSA) is also included, with Method matching contributions up to $1,000 annually.

Childcare Policy

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Shannon Clark
Outcome:	Approved

5.9 2025-26 Method Schools Comprehensive Safety Plan

- Jade Fernandez: Updates to the plan include the addition of the immigration enforcement item and minor edits, including an updated HQ address.

2025-26 Method Schools Comprehensive Safety Plan

- Updated to include Immigration Enforcement Response & Notification Policy
- Minor edits (HQ address updated)

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Tyler Roberts
Outcome:	Approved

6. Public Hearings

6.1 Presentation of LCAP Mid-Year Updates

- Method Schools and Method Schools, LA:
  - Goals: 1) Academic Achievement, 2) Enhanced Experience, 3) Development of MTSS, 4) Program Expansion
  - Update: Jade Fernandez reported that progress is on track.
- Method Summit Academy:
  - Goals: 1) Academic Achievement, 2) Enhanced Experience, 3) Development of MTSS, 4) Program Expansion
  - Update: Jade Fernandez reported that there's minimal progress to report at this time, as this is a newer school.

6.2 Public Hearing: 2025–26 (LCAP) Mid-Year Updates

- Open Public Hearing: 6:45 PM
- Public Comments: None
- Close Public Hearing: 6:45 PM

7. Consent Items

7.1 Confirm Minutes

Method Schools- Board of Directors Regular Meeting Oct 7, 2025, the minutes were confirmed with the following changes:

Shannon Clark moved to approve the minutes with the adjustment that the minutes be corrected to reflect that she was not in attendance and did not vote on items. These corrections have been made.

7.1 Confirm Minutes

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Tyler Roberts
Outcome:	Approved

7.2 Checking and Amex Registers Check/ACH/Expense registers for 9/1/25-11/30/25

Checking and Amex Registers Check/ACH/Expense registers for 9/1/25-11/30/25

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Tyler Roberts
Outcome:	Approved

7.3 Quarterly Investment Results

Quarterly Investment Results

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

0 Opposed:

0 Abstained:

Decision Date:	Dec 9, 2025
Mover:	Steven Dorsey
Seconder:	Tyler Roberts
Outcome:	Approved

8. Discussion

9. Close Meeting

9.1 Close the meeting

Next meeting: No date for the next meeting has been set.

Signature:_____ **Date:**_____

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
9120-4 Checking #2					
Beginning Balance					
12/01/2025	Bill Payment (Check)		Anthem Blue Cross	R	-62,462.97
12/01/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	R	-34,480.15
12/01/2025	Bill Payment (Check)		FAST Development	R	-26,675.00
12/01/2025	Bill Payment (Check)		MetLife Small Business Center	R	-8,855.45
12/01/2025	Bill Payment (Check)		Gympass US, LLC	R	-3,527.38
12/01/2025	Bill Payment (Check)	8115	SAN DIEGO CAP HITTING LLC	R	-3,200.00
12/01/2025	Bill Payment (Check)	120125	Covey Commercial	R	-1,482.49
12/01/2025	Bill Payment (Check)	8116	Jose Chavez	R	-1,184.13
12/01/2025	Expense	238700310199-Dec 2025	Kaiser	R	-20,685.23
12/02/2025	Bill Payment (Check)		Beyond Expectations Speech Therapy, Inc.	R	-7,000.00
12/02/2025	Bill Payment (Check)		MaidPro of Temecula	R	-652.00
12/02/2025	Bill Payment (Check)		Edmentum	R	-325.00
12/02/2025	Expense		Zenefits	R	-21.45
12/02/2025	Expense		Zenefits	R	-21.45
12/02/2025	Expense		Zenefits	R	-21.45
12/02/2025	Expense		Zenefits	R	-21.45
12/02/2025	Expense		Zenefits	R	-15.29
12/03/2025	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)	R	-41,100.00
12/03/2025	Bill Payment (Check)		Richard Palanca	R	-4,400.00
12/03/2025	Bill Payment (Check)		Limitless Fitness Training LLC	R	-2,400.00
12/03/2025	Bill Payment (Check)		Ian Adamos	R	-500.00
12/04/2025	Expense		Adobe	R	-69.99
12/05/2025	Bill Payment (Check)	11152025	New Jersey Division of Revenue and Enterprise Services		-793.90
12/05/2025	Bill Payment (Check)	11142025	New Jersey Division of Revenue and Enterprise Services		-717.09
12/05/2025	Bill Payment (Check)		Alpha Therapy Center Inc.	R	-10,057.50
12/05/2025	Bill Payment (Check)		K12 Management	R	-2,685.00
12/05/2025	Bill Payment (Check)		Instructure, Inc.	R	-2,355.01
12/05/2025	Bill Payment (Check)		Law Offices of Young, Minney & Corr LLP	R	-79.00
12/05/2025	Expense		Rancho California Water District	R	-263.50
12/05/2025	Expense		Bank of America	R	-15.00
12/08/2025	Expense		Southern California Edison	R	-1,102.46
12/09/2025	Bill Payment (Check)	120925	Employment Security Department -WA		-328.95
12/09/2025	Expense			R	-328.95
12/09/2025	Expense		Zenefits	R	-64.48
12/09/2025	Expense		Zenefits	R	-36.98
12/09/2025	Expense		Zenefits	R	-36.98
12/09/2025	Expense		Zenefits	R	-36.98
12/09/2025	Expense		Zenefits	R	-36.98
12/09/2025	Expense		Zenefits	R	-26.35
12/09/2025	Expense		Zenefits	R	-24.33
12/09/2025	Expense		Zenefits	R	-24.33
12/09/2025	Expense		Zenefits	R	-24.33
12/09/2025	Expense		Zenefits	R	-24.33
12/09/2025	Expense		Zenefits	R	-17.34
12/10/2025	Expense		Zenefits	R	-78.00
12/12/2025	Bill Payment (Check)		Zoom	R	-22,660.75
12/12/2025	Bill Payment (Check)		Wonder Psychological Services, Inc.	R	-8,550.00
12/12/2025	Bill Payment (Check)		Creative Back Office	R	-6,875.00

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
12/12/2025	Bill Payment (Check)		RCM Technologies, Inc.	R	-5,510.00
12/12/2025	Bill Payment (Check)		RCM Technologies, Inc.	R	-5,225.00
12/12/2025	Bill Payment (Check)		Marsh & McLennan Agency LLC	R	-4,306.00
12/12/2025	Bill Payment (Check)		RCM Technologies, Inc.	R	-2,897.50
12/12/2025	Bill Payment (Check)		RCM Technologies, Inc.	R	-2,351.25
12/12/2025	Bill Payment (Check)		Zoom	R	-2.50
12/12/2025	Expense		Zenefits	R	-230,344.25
12/12/2025	Expense		Zenefits	R	-98,649.54
12/12/2025	Expense		Zenefits	R	-40,863.09
12/12/2025	Expense		Zenefits	R	-9,637.89
12/15/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	R	-34,459.94
12/15/2025	Bill Payment (Check)	8117	CSUN	R	-4,734.00
12/15/2025	Bill Payment (Check)	8121	Steve Dorsey	R	-86.73
12/15/2025	Bill Payment (Check)	8118	Carolyn Andrews	R	-64.96
12/15/2025	Bill Payment (Check)	8119	Gloria Vargas	R	-48.65
12/15/2025	Bill Payment (Check)	8120	Shannon Clark	R	-40.39
12/15/2025	Expense		Trello.com	R	-362.50
12/16/2025	Expense			R	-45.49
12/17/2025	Bill Payment (Check)		Richard Palanca	R	-4,840.00
12/17/2025	Bill Payment (Check)		Grattan Holdings, Inc.	R	-4,786.78
12/17/2025	Bill Payment (Check)		Sportsplex USA	R	-4,750.00
12/17/2025	Bill Payment (Check)		Limitless Fitness Training LLC	R	-2,340.00
12/17/2025	Expense		PB SubscripService	R	-393.41
12/17/2025	Expense		PB SubscripService	R	-114.15
12/17/2025	Expense		Adobe	R	-34.99
12/18/2025	Expense		Zenefits	R	-256,111.54
12/18/2025	Expense		Zenefits	R	-198,020.94
12/18/2025	Expense		Microsoft	R	-12.99
12/19/2025	Bill Payment (Check)		Liminex, Inc. DBA GoGuardian and Pear Deck Learning	R	-12,894.00
12/19/2025	Bill Payment (Check)		The Learning Lens	R	-6,400.00
12/19/2025	Bill Payment (Check)		Gympass US, LLC	R	-4,050.70
12/19/2025	Bill Payment (Check)	8124	Shannon Clark	R	-600.00
12/19/2025	Bill Payment (Check)		Tyler Roberts	R	-600.00
12/19/2025	Bill Payment (Check)	8125	Steve Dorsey	R	-600.00
12/19/2025	Bill Payment (Check)	8122	Carolyn Andrews	R	-600.00
12/23/2025	Expense		PB SubscripService	R	-110.00
12/29/2025	Bill Payment (Check)		Principal Life Insurance Company	R	-576.96
12/30/2025	Expense		Zenefits	R	-226,976.56
12/30/2025	Expense		Zenefits	R	-98,149.68
12/30/2025	Expense		Zenefits	R	-43,758.84
12/30/2025	Expense	238709003147-Jan 2026	Kaiser	R	-24,895.64
12/30/2025	Expense		Zenefits	R	-10,123.60
12/31/2025	Expense		Anthem Blue Cross	R	-71,544.77
12/31/2025	Expense		Covey Commercial	R	-1,500.00
12/31/2025	Expense		AppFolio, Inc.	R	-2.49
01/02/2026	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	R	-34,560.51
01/02/2026	Bill Payment (Check)		MetLife Small Business Center	R	-8,763.90
01/02/2026	Expense		Rancho California Water District	R	-244.18
01/05/2026	Expense		Adobe	R	-69.99
01/06/2026	Bill Payment (Check)		FAST Development	R	-26,300.00

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/06/2026	Bill Payment (Check)		Creative Back Office	R	-13,958.33
01/06/2026	Bill Payment (Check)		Phenom Sports Stars	R	-8,250.00
01/06/2026	Bill Payment (Check)	8126	Santee Community Services Dept.	R	-7,052.00
01/06/2026	Bill Payment (Check)		Law Offices of Young, Minney & Corr LLP	R	-5,523.00
01/06/2026	Bill Payment (Check)		Richard Palanca	R	-4,400.00
01/06/2026	Bill Payment (Check)	8127	SAN DIEGO CAP HITTING LLC	R	-3,200.00
01/06/2026	Bill Payment (Check)		K12 Management	R	-500.00
01/06/2026	Bill Payment (Check)		MaidPro of Temecula	R	-489.00
01/06/2026	Bill Payment (Check)	8128	Washington State Department of Labor & Industries	R	-225.23
01/06/2026	Bill Payment (Check)		Law Offices of Young, Minney & Corr LLP	R	-158.00
01/06/2026	Expense		Southern California Edison	R	-1,113.08
01/06/2026	Expense		Kentucky Department of Revenue	R	-75.00
01/08/2026	Bill Payment (Check)		Alpha Therapy Center Inc.	R	-9,525.00
01/08/2026	Bill Payment (Check)		Marsh & McLennan Agency LLC	R	-4,306.00
01/08/2026	Bill Payment (Check)	8130	Gloria Vargas	R	-600.00
01/08/2026	Bill Payment (Check)	8129	Cognia, Inc.	R	-315.00
01/08/2026	Bill Payment (Check)		Edmentum	R	-200.00
01/08/2026	Expense		Covey Commercial	R	-164.00
01/08/2026	Expense		Bank of America	R	-15.00
01/08/2026	Expense		AppFolio, Inc.	R	-2.49
01/12/2026	Expense		Zenefits	R	-1,122.00
01/13/2026	Bill Payment (Check)		Employment Security Department -WA	R	-46.84
01/14/2026	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)	R	-36,225.00
01/14/2026	Bill Payment (Check)		Ian Adamos	R	-500.00
01/14/2026	Expense		Zenefits	R	-256,364.37
01/14/2026	Expense		Zenefits	R	-109,877.42
01/14/2026	Expense		Zenefits	R	-39,067.66
01/14/2026	Expense		Zenefits	R	-9,730.34
01/14/2026	Expense		Trello.com	R	-362.50
01/16/2026	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	R	-34,467.09
01/16/2026	Bill Payment (Check)	8131	Fedex	R	-33.86
01/16/2026	Expense		Zenefits	R	-10,624.43
01/16/2026	Expense		Zenefits	R	-1,482.25
01/16/2026	Expense		Zenefits	R	-304.43
01/16/2026	Expense		Zenefits	R	-130.30
01/20/2026	Bill Payment (Check)	8134	Shannon Clark	C	-600.00
01/20/2026	Bill Payment (Check)		Beyond Expectations Speech Therapy, Inc.	R	-5,000.00
01/20/2026	Bill Payment (Check)		Grattan Holdings, Inc.	R	-4,786.78
01/20/2026	Bill Payment (Check)		Tyler Roberts	R	-600.00
01/20/2026	Bill Payment (Check)	8132	Carolyn Andrews	R	-600.00
01/20/2026	Bill Payment (Check)	8133	Gloria Vargas	R	-600.00
01/20/2026	Bill Payment (Check)	8135	Steve Dorsey	R	-600.00
01/20/2026	Bill Payment (Check)		JJJ Enterprises	R	-90.00
01/20/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/20/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/20/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/20/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/20/2026	Expense		Adobe	R	-34.99
01/20/2026	Expense		Microsoft	R	-12.99
01/22/2026	Expense		Richard Palanca	R	-4,840.00

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/23/2026	Expense		Pitney Bowes Bank Inc Purchase Power	R	-806.75
01/23/2026	Expense		Timely	R	-27.00
01/27/2026	Bill Payment (Check)		RCM Technologies, Inc.	R	-6,222.50
01/27/2026	Bill Payment (Check)		RCM Technologies, Inc.	R	-5,343.75
01/27/2026	Bill Payment (Check)		RCM Technologies, Inc.	R	-2,660.00
01/27/2026	Bill Payment (Check)		Limitless Fitness Training LLC	R	-2,580.00
01/27/2026	Bill Payment (Check)		RCM Technologies, Inc.	R	-1,805.00
01/27/2026	Bill Payment (Check)		Principal Life Insurance Company	R	-576.96
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Bill Payment (Check)		Think Outside LLC	R	-178.00
01/27/2026	Expense		Audible	R	-10.28
01/28/2026	Bill Payment (Check)	8136	Accrediting Commission For Schools		-1,270.00
01/28/2026	Bill Payment (Check)		Marsh & McLennan Agency LLC	R	-12,841.00
01/28/2026	Bill Payment (Check)		Marsh & McLennan Agency LLC	R	-4,306.00
01/28/2026	Bill Payment (Check)		Journify Learning Inc.	R	-3,900.00
01/28/2026	Bill Payment (Check)		Covey Commercial	R	-1,664.00
01/28/2026	Bill Payment (Check)		APA Benefits Inc.	R	-500.00
01/28/2026	Bill Payment (Check)		KiwiCo, Inc.	R	-177.80
01/28/2026	Bill Payment (Check)		KiwiCo, Inc.	R	-177.80
01/28/2026	Bill Payment (Check)		KiwiCo, Inc.	R	-176.18
01/28/2026	Bill Payment (Check)		KiwiCo, Inc.	R	-166.39
01/28/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/28/2026	Bill Payment (Check)		Drivers Ed Direct, LLC	R	-39.00
01/29/2026	Bill Payment (Check)	8137	Honest History Co.	C	-173.69
01/29/2026	Bill Payment (Check)		Phenom Sports Stars	R	-3,100.00
01/29/2026	Expense		Zenefits	R	-257,148.98
01/29/2026	Expense		Zenefits	R	-108,674.23
01/29/2026	Expense		Zenefits	R	-42,670.02
01/29/2026	Expense		Zenefits	R	-10,055.07
01/30/2026	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	C	-34,661.62
01/30/2026	Bill Payment (Check)		Hola Amigo, LLC	C	-423.69
01/30/2026	Bill Payment (Check)		KiwiCo, Inc.	C	-166.39
01/30/2026	Bill Payment (Check)		KiwiCo, Inc.	C	-164.86
01/30/2026	Expense	238703352882-Feb 2026	Kaiser	R	-22,741.11
Total for 9120-4 Checking #2					**$ -2,865,368.15**
TOTAL					**$ -2,865,368.15**

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
9510-1 Amex					
Beginning Balance					
12/01/2025	Expense	60000227-3	UPWorkEscrow	R	3,729.26
12/01/2025	Expense	60000230	Amazon	R	1,037.04
12/01/2025	Expense	60000227-7	Sees Candy	R	690.21
12/01/2025	Expense	60000230-1	Amazon	R	375.24
12/01/2025	Expense	60000231-9	APA Benefits Inc.	R	360.00
12/01/2025	Expense	60000227-15	Cubesmart #0287	R	135.00
12/01/2025	Expense	60000231-2	Etsy	R	114.19
12/01/2025	Expense	60000227	Plivo, Inc.	R	103.00
12/01/2025	Expense	60000227-14	LinkedIn	R	90.56
12/01/2025	Expense	60000227-5	Sinch Mailgun	R	90.00
12/01/2025	Expense	60000229-6	Amazon	R	20.44
12/01/2025	Expense	60000230-2	Amazon	R	6.69
12/02/2025	Expense	60000231-1	Public Storage	R	608.00
12/02/2025	Expense	60000229	Public Storage	R	570.00
12/02/2025	Expense	60000227-9	Public Storage	R	499.00
12/02/2025	Expense	60000219-2	DocuSign	R	426.18
12/02/2025	Expense	60000229-3	Canva.com	R	323.38
12/02/2025	Expense	60000227-16	Amazon	R	127.43
12/02/2025	Expense	60000227-13	MessageBird	R	99.00
12/02/2025	Expense	60000231-4	Cheryl’s	R	65.98
12/02/2025	Expense	60000227-1	Plivo, Inc.	R	51.50
12/02/2025	Expense	60000229-7	Amazon	R	37.68
12/02/2025	Expense	60000227-11	PDFCrowd	R	29.00
12/02/2025	Expense	60000228-1	PB SubscripService	R	22.64
12/02/2025	Expense	60000228-2	PB SubscripService	R	17.60
12/02/2025	Expense	60000230-3	Amazon	R	15.45
12/02/2025	Expense	60000229-4	Audible	R	13.78
12/02/2025	Expense	60000229-2	Dropbox	R	11.99
12/02/2025	Expense	60000228-3	PB SubscripService	R	8.39
12/03/2025	Expense	60000227-8	Rackspace Cloud	R	13,719.43
12/03/2025	Expense	60000229-8	Amazon	R	43.07
12/03/2025	Expense	60000229-9	Amazon	R	21.72
12/03/2025	Expense	60000229-1	Peardeck.com	R	17.99
12/03/2025	Expense	60000231-6	Cheryl’s	R	14.99
12/03/2025	Expense	60000231-5	Cheryl’s	R	14.99
12/03/2025	Expense	60000229-10	Amazon	R	12.28
12/03/2025	Expense	60000229-5	Amazon	R	10.86
12/03/2025	Expense	60000231-7	Cheryl’s	R	10.29
12/03/2025	Expense	60000231-8	Cheryl’s	R	9.99
12/03/2025	Expense	60000228	UPS	R	4.40
12/04/2025	Expense	60000227-6	Sentry	R	601.00
12/04/2025	Expense	60000229-11	Amazon	R	86.32
12/04/2025	Expense	60000228-4	PB SubscripService	R	36.25
12/04/2025	Expense	60000229-12	Amazon	R	30.20
12/05/2025	Expense	60000227-12	Paddle.net	R	290.08
12/05/2025	Expense	60000229-13	Amazon	R	43.04
12/05/2025	Expense	60000231-10	Amazon	R	38.17
12/05/2025	Expense	60000229-14	Amazon	R	31.24

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
12/05/2025	Expense	60000231-11	Amazon	R	24.45
12/05/2025	Expense	60000231-12	Amazon	R	9.87
12/05/2025	Expense	60000228-5	PB SubscripService	R	9.29
12/05/2025	Expense	60000228-6	PB SubscripService	R	8.39
12/06/2025	Expense	60000227-10	PDFCrowd	R	49.00
12/06/2025	Expense	60000231	PB SubscripService	R	25.00
12/06/2025	Expense	60000229-15	Amazon	R	21.74
12/06/2025	Expense	60000228-7	PB SubscripService	R	7.79
12/06/2025	Expense	60000228-8	PB SubscripService	R	7.79
12/07/2025	Expense	60000227-4	Slack	R	953.75
12/07/2025	Expense		GoDaddy	R	23.99
12/07/2025	Expense	60000231-3	eFax.com	R	18.99
12/08/2025	Expense	60000234-3	UPWorkEscrow	R	3,567.38
12/08/2025	Expense	60000238-2	Spitz Restaurant	R	575.71
12/08/2025	Expense	60000235-2	California Charter Schools Conference	R	575.00
12/08/2025	Expense	60000232-3	Spitz Restaurant	R	567.65
12/08/2025	Expense	60000234-7	Digitalocean, LLC	R	92.79
12/08/2025	Expense	60000216-4	Amazon	R	84.02
12/08/2025	Expense	60000233-2	pdfFiller	R	72.00
12/08/2025	Expense	60000236	Etsy	R	63.15
12/08/2025	Expense	60000234-8	Coursera	R	49.00
12/08/2025	Expense	60000232-2	Amazon	R	43.90
12/08/2025	Expense	60000233-8	Expedia.Com	R	36.00
12/08/2025	Expense	60000233-11	Amazon	R	25.40
12/08/2025	Expense	60000238-3	Amazon	R	25.00
12/08/2025	Expense	60000238-4	Amazon	R	21.64
12/08/2025	Expense	60000238-5	Amazon	R	15.14
12/08/2025	Expense	60000216-8	Amazon	R	10.32
12/08/2025	Expense	60000216-9	Amazon	R	9.87
12/08/2025	Expense	60000216-10	Amazon	R	9.69
12/09/2025	Expense	60000219-1	Amazon	R	1,866.50
12/09/2025	Expense	60000235-1	Sees Candy	R	242.50
12/09/2025	Expense	60000234-9	Semrush	R	139.95
12/09/2025	Expense	60000216-1	USPS	R	122.00
12/09/2025	Expense	60000216	Amazon	R	89.52
12/09/2025	Expense	60000238	Restaurant - Various	R	81.94
12/09/2025	Expense	60000234-10	Audible	R	37.99
12/09/2025	Expense	60000233-6	OpenAI	R	20.00
12/09/2025	Expense	60000233-1	Restaurant - Various	R	10.08
12/09/2025	Expense	60000235	VoiceTyper	R	6.99
12/09/2025	Expense	60000216-5	Amazon	R	6.78
12/09/2025	Expense	60000233-3	Restaurant - Various	R	6.51
12/10/2025	Expense	60000219	Amazon	R	1,091.41
12/10/2025	Expense	60000232	Leadership Circle	R	795.00
12/10/2025	Expense	60000232-1	Leadership Circle	R	795.00
12/10/2025	Expense	60000216-2	Panera	R	141.52
12/10/2025	Expense	60000234-4	Trader Joe’s	R	122.41
12/10/2025	Expense	60000234-2	Akismet	R	100.00
12/10/2025	Expense	60000233		R	92.13
12/10/2025	Expense	60000233-10	Amazon	R	32.56

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
12/10/2025	Expense	60000233-7	Exxon	R	31.84
12/10/2025	Expense	60000233-9	Restaurant - Various	R	24.72
12/10/2025	Expense	60000237	PB SubscripService	R	21.75
12/10/2025	Expense	60000237-1	PB SubscripService	R	17.60
12/10/2025	Expense	60000233-4	Starbucks	R	10.48
12/10/2025	Expense	60000233-5	Starbucks	R	6.05
12/11/2025	Expense	60000216-3	Mendocino Farms	R	418.38
12/11/2025	Expense	60000232-4	ADT	R	69.56
12/11/2025	Expense	60000238-1	Ready Refresh by Nestle	R	67.90
12/11/2025	Expense	INV01337318	Formstack	R	59.00
12/11/2025	Expense	60000234-1	Plivo, Inc.	R	51.50
12/11/2025	Expense	60000216-6	Amazon	R	21.72
12/11/2025	Expense	60000237-3	PB SubscripService	R	8.39
12/11/2025	Expense	60000237-2	PB SubscripService	R	8.39
12/12/2025	Expense	60000234-6	Dollar Tree	R	88.09
12/12/2025	Expense	60000237-4	PB SubscripService	R	52.64
12/12/2025	Expense	60000216-7	Amazon	R	28.39
12/12/2025	Expense	60000237-7	PB SubscripService	R	7.79
12/12/2025	Expense	60000237-5	PB SubscripService	R	7.79
12/12/2025	Expense	60000237-6	PB SubscripService	R	7.79
12/13/2025	Expense	60000234-5	Microsoft	R	12.99
12/14/2025	Expense		Amazon	R	24.77
12/15/2025	Expense	60000243-3	UPWorkEscrow	R	2,016.00
12/15/2025	Expense	60000244-1	California Consortium for Independent Study	R	799.00
12/15/2025	Expense	60000241-1	The Flame Broiler	R	541.14
12/15/2025	Expense	60000240-1	Albertsons	R	61.01
12/15/2025	Expense	60000242-3	Sams Club	R	37.91
12/15/2025	Expense	60000241-10	Amazon	R	19.49
12/15/2025	Expense		Audible	R	14.95
12/15/2025	Expense	60000243-20	Audible	R	14.95
12/15/2025	Expense	60000243-19	GoDaddy	R	10.99
12/15/2025	Expense	60000243-15		R	7.99
12/16/2025	Expense	60000241-2	Gympass US, LLC	R	4,050.70
12/16/2025	Expense	60000241	Regus Management Group LLC	R	1,248.75
12/16/2025	Expense	60000245-9	Microsoft	R	822.70
12/16/2025	Expense	60000240	Restaurant - Various	R	486.20
12/16/2025	Expense	60000240-2	Santee Community Services Dept.	R	25.00
12/16/2025	Expense	60000243-18	GoDaddy	R	22.19
12/16/2025	Expense	60000245-2	PB SubscripService	R	13.04
12/16/2025	Expense	60000242-8	Amazon	R	12.93
12/17/2025	Expense	60000242-1	Sees Candy	R	163.50
12/17/2025	Expense	60000242-5	Jersey Mike’s	R	127.73
12/17/2025	Expense	60000241-4	Cheryl’s	R	9.99
12/17/2025	Expense	60000243-4	Canva.com	R	3.99
12/18/2025	Expense	60000244	H5P.com	R	690.00
12/18/2025	Expense	60000242-2	Sees Candy	R	332.00
12/18/2025	Expense	60000241-3	Cox Communications	R	199.00
12/18/2025	Expense	60000243-17	GoDaddy	R	84.36
12/18/2025	Expense	60000243-14	PDFCrowd	R	49.00
12/19/2025	Expense	60000243-5	Plivo, Inc.	R	51.50

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
12/19/2025	Expense	60000245-3	PB SubscripService	R	22.64
12/19/2025	Expense	60000245-4	PB SubscripService	R	22.64
12/19/2025	Expense	60000245-5	PB SubscripService	R	12.84
12/19/2025	Expense	60000245-6	PB SubscripService	R	12.34
12/20/2025	Expense	60000245-1	T Mobile	R	269.51
12/20/2025	Expense	60000239	Regus Management Group LLC	R	268.00
12/20/2025	Expense	60000245-10	Grasshopper.com	R	95.74
12/20/2025	Expense		Restaurant - Various	R	89.33
12/20/2025	Expense	60000239-1		R	30.00
12/20/2025	Expense	60000241-6	Amazon	R	14.14
12/20/2025	Expense	60000245-7	PB SubscripService	R	8.39
12/21/2025	Expense	60000243-6	Plivo, Inc.	R	51.50
12/21/2025	Expense	60000242-4	LinkedIn	R	29.99
12/21/2025	Expense	60000241-11	Amazon	R	22.20
12/21/2025	Expense	60000241-7	Amazon	R	15.24
12/22/2025	Expense	60000243-2	UPWorkEscrow	R	1,577.63
12/22/2025	Expense	60000242-6	Frontier	R	632.18
12/22/2025	Expense	60000243-7	Plivo, Inc.	R	51.50
12/22/2025	Expense	60000241-12	Amazon	R	15.32
12/22/2025	Expense	60000241-8	Amazon	R	13.01
12/22/2025	Expense	60000241-9	Amazon	R	13.01
12/23/2025	Expense	60000242		R	88.45
12/23/2025	Expense	60000245-8	PB SubscripService	R	3.52
12/24/2025	Expense	60000243-8	Plivo, Inc.	R	51.50
12/26/2025	Expense	60000245-11	Frontier	R	533.18
12/26/2025	Expense	60000243	Beautiful.ai	R	144.00
12/27/2025	Expense	60000243-10	Plivo, Inc.	R	51.50
12/27/2025	Expense	60000243-9	Plivo, Inc.	R	51.50
12/27/2025	Expense	60000243-13	Zapier	R	26.70
12/28/2025	Expense	60000242-7	Extra Space Storage	R	384.30
12/28/2025	Expense	60000243-11	Plivo, Inc.	R	51.50
12/29/2025	Expense	60000243-1	UPWorkEscrow	R	2,108.75
12/30/2025	Expense	60000239-2	ADT	R	63.01
12/30/2025	Expense	60000243-16	GoDaddy	R	22.19
12/31/2025	Expense	60000243-12	Plivo, Inc.	R	51.50
12/31/2025	Expense	60000245	UPS	R	14.33
01/01/2026	Expense		Cubesmart #0287	R	135.00
01/01/2026	Expense	60000250-8	AWS - Amazon Web Services	R	129.85
01/02/2026	Expense	60000262-21	SmartSign	R	398.00
01/02/2026	Expense	60000250-10	Plivo, Inc.	R	103.00
01/02/2026	Expense	60000250-9	Sinch Mailgun	R	90.00
01/02/2026	Expense	60000252	Leadership Circle	R	30.00
01/02/2026	Expense	60000247-2	Dropbox	R	11.99
01/03/2026	Expense	60000248	Public Storage	R	608.00
01/03/2026	Expense	60000247-3	Public Storage	R	570.00
01/03/2026	Expense	60000250-11	Public Storage	R	499.00
01/03/2026	Expense	60000250-13	MessageBird	R	99.00
01/03/2026	Expense	60000250-12	PDFCrowd	R	29.00
01/03/2026	Expense	60000247-4	Peardeck.com	R	17.99
01/04/2026	Expense	60000250-14	Rackspace Cloud	R	14,127.09

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/04/2026	Expense	60000250-2	American Express	R	39.00
01/05/2026	Expense	60000250-15	Sentry	R	601.00
01/05/2026	Expense	60000250-1	Paddle.net	R	290.08
01/05/2026	Expense	60000247-5	Amazon	R	97.65
01/05/2026	Expense	60000247-6	Amazon	R	97.41
01/05/2026	Expense	60000250-16	Plivo, Inc.	R	51.50
01/06/2026	Expense	60000250-4	Elementor	R	59.00
01/06/2026	Expense	60000250	Coursera	R	49.00
01/06/2026	Expense		PDFCrowd	R	49.00
01/06/2026	Expense	60000250-5	GoDaddy	R	23.19
01/06/2026	Expense	60000250-3	Thumio	R	20.00
01/06/2026	Expense	60000247	Amazon	R	19.96
01/07/2026	Expense	60000249-7	Amazon	R	965.92
01/07/2026	Expense	60000255-7	Slack	R	919.32
01/07/2026	Expense	60000253	Law Offices of Young, Minney & Corr LLP	R	125.00
01/07/2026	Expense	60000253-1	Law Offices of Young, Minney & Corr LLP	R	75.00
01/07/2026	Expense	60000256	Audible	R	37.99
01/07/2026	Expense	60000254-1	Pitney Bowes Bank Inc Purchase Power	R	25.00
01/07/2026	Expense	60000249-1	PB SubscripService	R	22.57
01/07/2026	Expense	60000249-2	PB SubscripService	R	22.57
01/07/2026	Expense	60000249-5	PB SubscripService	R	21.69
01/07/2026	Expense	60000249	PB SubscripService	R	21.69
01/07/2026	Expense	60000249-3	PB SubscripService	R	21.69
01/07/2026	Expense	60000249-4	PB SubscripService	R	21.69
01/07/2026	Expense	60000249-6	PB SubscripService	R	20.80
01/07/2026	Expense	60000255-6	Thumio	R	20.00
01/07/2026	Expense	60000254-2	eFax.com	R	18.99
01/07/2026	Expense	60000253-2	Amazon	R	12.92
01/08/2026	Expense	60000257-2	Mission San Juan Capistrano	R	429.00
01/08/2026	Expense	60000257-4	Amazon	R	267.24
01/08/2026	Expense	60000258-1	Kami	R	149.00
01/08/2026	Expense	60000257-1	Sams Club	R	144.09
01/08/2026	Expense	60000257-5	Amazon	R	105.99
01/08/2026	Expense	60000255-4	GoDaddy	R	26.99
01/08/2026	Expense	60000262-13	PB SubscripService	R	21.69
01/08/2026	Expense	60000262-15	PB SubscripService	R	21.69
01/08/2026	Expense	60000262-14	PB SubscripService	R	21.69
01/08/2026	Expense	60000257-6	Amazon	R	20.99
01/08/2026	Expense	60000255-5	Thumio	R	20.00
01/08/2026	Expense	60000257-3	Amazon	R	18.32
01/08/2026	Expense	60000262-16	PB SubscripService	R	8.24
01/08/2026	Expense	60000262-17	PB SubscripService	R	8.19
01/08/2026	Expense	60000262-19	PB SubscripService	R	7.79
01/08/2026	Expense	60000262-18	PB SubscripService	R	7.79
01/08/2026	Expense	60000262-20	PB SubscripService	R	7.79
01/09/2026	Expense	60000262-12	Amazon	R	1,306.55
01/09/2026	Expense	60000255	American Express	R	385.28
01/09/2026	Expense	60000255-1	GoDaddy	R	199.99
01/09/2026	Expense	60000255-3		R	139.95
01/09/2026	Expense	60000255-2	Digitalocean, LLC	R	96.05

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/09/2026	Expense	60000254	Amazon	R	48.48
01/09/2026	Expense	60000260	OpenAI	R	20.00
01/09/2026	Expense	60000262-6	PB SubscripService	R	12.84
01/09/2026	Expense	60000262-8	PB SubscripService	R	8.24
01/09/2026	Expense	60000262-7	PB SubscripService	R	8.24
01/09/2026	Expense	60000262-9	PB SubscripService	R	8.24
01/09/2026	Expense	60000262-10	PB SubscripService	R	8.19
01/09/2026	Expense	60000262-11	PB SubscripService	R	7.79
01/10/2026	Expense	60000262-5	Overall Plumbing Co.	C	647.61
01/10/2026	Expense	60000257	Amazon	C	39.27
01/10/2026	Expense	60000262	PB SubscripService	C	22.57
01/10/2026	Expense	60000262-1	PB SubscripService	C	21.69
01/10/2026	Expense	60000262-2	PB SubscripService	C	12.81
01/10/2026	Expense	60000262-4	PB SubscripService	C	8.19
01/10/2026	Expense	60000262-3	PB SubscripService	C	8.19
01/10/2026	Expense	60000258	VoiceTyper	C	6.99
01/10/2026	Expense	60000270-2	PB SubscripService		22.57
01/11/2026	Expense	INV01350295	Formstack	C	59.00
01/11/2026	Expense	60000268-3	Formstack	C	59.00
01/11/2026	Expense	60000270-4	PB SubscripService	C	8.19
01/11/2026	Expense	60000270-5	PB SubscripService	C	8.19
01/11/2026	Expense	60000270-3	PB SubscripService		8.19
01/12/2026	Expense	60000266-2	Leadership Circle	C	395.00
01/12/2026	Expense	60000268	UPWorkEscrow	C	341.25
01/12/2026	Expense	60000307-11	ADT	C	69.56
01/12/2026	Expense	60000268-1	GoDaddy	C	22.19
01/13/2026	Expense	60000292-12	Amazon	C	1,820.90
01/13/2026	Expense	60000301-3	Ready Refresh by Nestle	C	101.74
01/13/2026	Expense	60000263-1	Adobe	C	53.06
01/13/2026	Expense	60000314-24	Cheryl’s	C	14.99
01/13/2026	Expense	60000314-23	Cheryl’s	C	14.99
01/13/2026	Expense	60000269-2	Audible	C	14.95
01/13/2026	Expense	60000268-2	Microsoft	C	12.99
01/13/2026	Expense	60000314-25	Cheryl’s	C	9.99
01/13/2026	Expense	60000292-11		C	9.00
01/14/2026	Expense	60000269-1	Apple Inc	C	1,730.91
01/14/2026	Expense	60000314-21	Amazon	C	246.40
01/14/2026	Expense	60000314-22	Amazon	C	24.00
01/14/2026	Expense	60000269	Apple Inc	C	20.47
01/14/2026	Expense	60000314-11	Cheryl’s	C	14.99
01/14/2026	Expense	60000314-12	Cheryl’s	C	14.99
01/14/2026	Expense	60000314-15	Cheryl’s	C	14.99
01/14/2026	Expense	60000314-14	Cheryl’s	C	14.99
01/14/2026	Expense	60000314-13	Cheryl’s	C	14.99
01/14/2026	Expense	60000314-19	Cheryl’s	C	9.99
01/14/2026	Expense	60000314-17	Cheryl’s	C	9.99
01/14/2026	Expense	60000314-18	Cheryl’s	C	9.99
01/14/2026	Expense	60000314-16	Cheryl’s	C	9.99
01/14/2026	Expense	60000314-20	Cheryl’s	C	9.99
01/14/2026	Expense	60000270	PB SubscripService	C	8.19

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/14/2026	Expense	60000270-1	PB SubscripService	C	2.64
01/15/2026	Expense	60000275-1	McAfee	C	149.99
01/15/2026	Expense	60000279-18	Sign Language 101, LLC	C	62.99
01/15/2026	Expense	60000279-19	Amazon	C	38.05
01/15/2026	Expense	60000279-20	Amazon	C	38.05
01/15/2026	Expense	60000275	Audible	C	14.95
01/15/2026	Expense	60000274-2	Audible	C	14.95
01/15/2026	Expense	60000274-6	GoDaddy	C	11.99
01/15/2026	Expense		Legal Zoom	C	7.99
01/16/2026	Expense	60000266	Gympass US, LLC	C	4,230.67
01/16/2026	Expense	60000292-10	Amazon	C	914.95
01/16/2026	Expense	60000292-9	Microsoft	C	831.36
01/16/2026	Expense	60000279-15	KiwiCo, Inc.	C	184.88
01/16/2026	Expense	60000279-14	Brave Writer	C	179.00
01/16/2026	Expense	60000279-13	Sign Language 101, LLC	C	89.99
01/16/2026	Expense	60000279-12	Sign Language 101, LLC	C	89.99
01/16/2026	Expense	60000274-4	Plivo, Inc.	C	51.50
01/16/2026	Expense	60000263	Adobe	C	51.39
01/16/2026	Expense	60000279-16	Amazon	C	37.78
01/16/2026	Expense	60000279-17	Amazon	C	37.78
01/16/2026	Expense	60000271-1	Amazon	C	34.45
01/16/2026	Expense	60000278-2	PB SubscripService	C	21.69
01/16/2026	Expense	60000278-1	PB SubscripService	C	21.69
01/16/2026	Expense	60000271	Amazon	C	12.15
01/16/2026	Expense	60000278-5	PB SubscripService	C	7.96
01/16/2026	Expense	60000278-4	PB SubscripService	C	7.96
01/16/2026	Expense	60000278-3	PB SubscripService	C	7.96
01/16/2026	Expense	60000274-5			7.99
01/17/2026	Expense		Cox Communications	C	199.00
01/17/2026	Expense	60000279	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000279-1	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000279-2	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000279-3	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000279-5	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000279-4	KiwiCo, Inc.	C	184.88
01/17/2026	Expense	60000276	Pennypickle’s Workshop	C	90.00
01/17/2026	Expense	60000279-6	Amazon	C	38.13
01/17/2026	Expense	60000279-7	Amazon	C	37.78
01/17/2026	Expense	60000279-8	Amazon	C	37.43
01/17/2026	Expense	60000279-9	Amazon	C	34.25
01/17/2026	Expense	60000279-10	Amazon	C	34.25
01/17/2026	Expense	60000279-11	Amazon	C	33.93
01/17/2026	Expense	60000278	PB SubscripService	C	21.69
01/17/2026	Expense	60000275-2	Restaurant - Various	C	15.00
01/17/2026	Expense	60000266-1			199.00
01/18/2026	Expense	60000275-3	Amazon	C	456.80
01/18/2026	Expense	60000277-1	Amazon	C	198.87
01/18/2026	Expense	60000274-1	PDFCrowd	C	49.00
01/18/2026	Expense	60000277-2	Amazon	C	20.37
01/18/2026	Expense	60000274		C	3.99

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/19/2026	Expense	60000292-8	Amazon	C	1,097.94
01/19/2026	Expense	60000274-3	UPWorkEscrow	C	455.00
01/19/2026	Expense	60000277	Amazon	C	254.83
01/20/2026	Expense	60000292-7	T Mobile	C	1,022.96
01/20/2026	Expense	60000280-10	Regus Management Group LLC	C	385.00
01/20/2026	Expense	60000280-11	KiwiCo, Inc.	C	158.78
01/20/2026	Expense	60000281	Amazon	C	132.58
01/20/2026	Expense	60000282	Plivo, Inc.	C	51.50
01/20/2026	Expense	60000283	Audible	C	6.99
01/21/2026	Expense	60000292-5	Amazon	C	1,189.29
01/21/2026	Expense	60000284-8	Frontier	C	632.18
01/21/2026	Expense	60000292-6	Amazon	C	365.98
01/21/2026	Expense	60000292-4	DocuSign	C	364.27
01/21/2026	Expense	60000280-7	Amazon	C	36.42
01/21/2026	Expense	60000284-9	Amazon	C	29.20
01/21/2026	Expense	60000283-2	Audible	C	10.49
01/21/2026	Expense	60000280-8	Amazon	C	8.69
01/21/2026	Expense	60000280-9	Amazon	C	8.61
01/22/2026	Expense	60000292-2	Amazon	C	1,092.48
01/22/2026	Expense	60000285-1	Amazon	C	1,019.25
01/22/2026	Expense	60000292-3	Amazon	C	548.97
01/22/2026	Expense	60000280-5	KiwiCo, Inc.	C	183.18
01/22/2026	Expense	60000282-2	Plivo, Inc.	C	51.50
01/22/2026	Expense	60000284-6	LinkedIn	C	29.99
01/22/2026	Expense	60000287-15	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-13	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-14	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-16	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-11	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-12	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-17	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-19	PB SubscripService	C	20.59
01/22/2026	Expense	60000287-18	PB SubscripService	C	20.59
01/22/2026	Expense	60000284-7	Amazon	C	18.31
01/22/2026	Expense	60000287-20	PB SubscripService	C	8.36
01/22/2026	Expense	60000287-21	PB SubscripService	C	7.56
01/23/2026	Expense	60000301-2	Leadership Circle	C	395.00
01/23/2026	Expense	60000285	Amazon	C	108.20
01/23/2026	Expense	60000280-1	Sign Language 101, LLC	C	89.99
01/23/2026	Expense	60000280-2	Hola Amigo, LLC	C	66.44
01/23/2026	Expense	60000284-4	Amazon	C	30.70
01/23/2026	Expense	60000284-5	Amazon	C	17.39
01/23/2026	Expense	60000280-3	Amazon	C	8.77
01/23/2026	Expense	60000280-4	Amazon	C	8.69
01/23/2026	Expense	60000287-5	PB SubscripService	C	8.24
01/23/2026	Expense	60000287-7	PB SubscripService	C	7.56
01/23/2026	Expense	60000287-8	PB SubscripService	C	7.56
01/23/2026	Expense	60000287-6	PB SubscripService	C	7.56
01/23/2026	Expense	60000287-10	PB SubscripService	C	7.56
01/23/2026	Expense	60000287-9	PB SubscripService	C	7.56

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/24/2026	Expense	60000284	Staples	C	248.57
01/24/2026	Expense	60000286		C	143.80
01/24/2026	Expense	60000284-1	Rush Translate	C	46.20
01/24/2026	Expense	60000284-2	Rush Translate	C	43.90
01/24/2026	Expense	60000284-3	Rush Translate	C	41.90
01/24/2026	Expense	60000283-1	Audible	C	37.99
01/24/2026	Expense	60000282-1	Thumio	C	20.00
01/24/2026	Expense	60000287	PB SubscripService	C	19.70
01/24/2026	Expense	60000287-4	PB SubscripService	C	7.56
01/24/2026	Expense	60000287-3	PB SubscripService	C	7.56
01/24/2026	Expense	60000287-1	PB SubscripService	C	7.56
01/24/2026	Expense	60000287-2	PB SubscripService	C	7.56
01/25/2026	Expense	60000289-1	Staples	C	248.57
01/25/2026	Expense	60000291-2	Plivo, Inc.	C	51.50
01/25/2026	Expense	60000291-1	Plivo, Inc.	C	51.50
01/25/2026	Expense	60000292	PB SubscripService	C	7.56
01/25/2026	Expense	60000292-1	PB SubscripService	C	7.56
01/26/2026	Expense	60000291	UPWorkEscrow	C	1,573.25
01/26/2026	Expense	60000307-10	Frontier	C	533.39
01/26/2026	Expense	60000289	4 Imprint	C	447.89
01/26/2026	Expense	60000314-10	APA Benefits Inc.	C	360.00
01/27/2026	Expense	60000294-1	1-800-Flowers	C	61.00
01/27/2026	Expense	60000294	Amazon	C	12.83
01/28/2026	Expense		California Chamber of Commerce Sacramento	C	499.00
01/28/2026	Expense	60000297	California Charter Schools Conference	C	375.00
01/28/2026	Expense	60000296	Sams Club	C	148.67
01/28/2026	Expense	60000299-1	Host Gator	C	130.61
01/28/2026	Expense	60000295-1	Sign Language 101, LLC	C	89.99
01/28/2026	Expense	60000295	Sign Language 101, LLC	C	89.99
01/28/2026	Expense	60000295-2	Sign Language 101, LLC	C	89.99
01/28/2026	Expense	60000299-3	Plivo, Inc.	C	51.50
01/28/2026	Expense	60000299-2	Plivo, Inc.	C	51.50
01/28/2026	Expense	60000295-3	Amazon	C	37.78
01/28/2026	Expense	60000299	Zapier	C	26.70
01/28/2026	Expense	60000300-2	PB SubscripService	C	20.59
01/28/2026	Expense	60000300-1	PB SubscripService	C	20.59
01/28/2026	Expense	60000300-3	PB SubscripService	C	20.59
01/28/2026	Expense	60000300-4	PB SubscripService	C	20.59
01/28/2026	Expense	60000300	PB SubscripService	C	20.59
01/28/2026	Expense	60000300-5	PB SubscripService	C	7.56
01/28/2026	Expense	60000300-6	PB SubscripService	C	7.56
01/28/2026	Expense	60000296-1	Amazon	C	5.15
01/29/2026	Expense	60000302-3	Brave Writer	C	129.00
01/29/2026	Expense	60000303-5	Amazon	C	100.51
01/29/2026	Expense	60000303-6	Amazon	C	54.77
01/29/2026	Expense	60000303-7	Amazon	C	48.17
01/29/2026	Expense	60000303-8	Amazon	C	30.70
01/29/2026	Expense	60000307-9	PB SubscripService	C	20.59
01/29/2026	Expense	60000303-9	Amazon	C	14.00
01/29/2026	Expense	60000302-5	Amazon	C	8.69

Method Schools Corporation

Account QuickReport

December 2025 - January 2026

DATE	TRANSACTION TYPE	NUM	NAME	CLR	AMOUNT
01/30/2026	Expense	60000303-1	Charlie Rose Baseball	C	2,020.31
01/30/2026	Expense	60000301		C	499.00
01/30/2026	Expense	60000303	Extra Space Storage	C	384.30
01/30/2026	Expense	60000301-1	California Chamber of Commerce Sacramento	C	229.00
01/30/2026	Expense	60000303-2	Amazon	C	89.64
01/30/2026	Expense	60000303-3	Amazon	C	63.99
01/30/2026	Expense	60000302-2	Amazon	C	33.77
01/30/2026	Expense	60000307-6	PB SubscripService	C	30.95
01/30/2026	Expense	60000304	Regus Management Group LLC	C	28.88
01/30/2026	Expense	60000303-4	Amazon	C	22.08
01/30/2026	Expense	60000307-7	PB SubscripService	C	20.59
01/30/2026	Expense	60000307-8	PB SubscripService	C	8.24
01/31/2026	Expense	60000267-1	Amazon	C	1,136.64
01/31/2026	Expense	60000306	GoDaddy	C	84.36
01/31/2026	Expense	60000267	ADT	C	68.15
01/31/2026	Expense	60000302-1	Amazon	C	42.54
01/31/2026	Expense	60000302	Amazon	C	38.05
01/31/2026	Expense	60000307	PB SubscripService	C	23.84
01/31/2026	Expense	60000307-2	PB SubscripService	C	20.59
01/31/2026	Expense	60000307-1	PB SubscripService	C	20.59
01/31/2026	Expense	60000307-3	PB SubscripService	C	15.55
01/31/2026	Expense	60000314-3	Cheryl’s	C	14.99
01/31/2026	Expense	60000314-4	Cheryl’s	C	14.99
01/31/2026	Expense	60000314-2	Cheryl’s	C	14.99
01/31/2026	Expense	60000314-5	Cheryl’s	C	12.99
01/31/2026	Expense	60000314-6	Cheryl’s	C	12.99
01/31/2026	Expense	60000307-4	PB SubscripService	C	10.81
01/31/2026	Expense	60000314-7	Cheryl’s	C	9.99
01/31/2026	Expense	60000314-8	Cheryl’s	C	9.99
01/31/2026	Expense	60000314-9	Cheryl’s	C	9.99
01/31/2026	Expense	60000307-5	PB SubscripService	C	7.56
Total for 9510-1 Amex					**$118,474.31**
TOTAL					**$118,474.31**

7 month Investment results - July '25 -'26

Investment Account	Acccount Balance at 1.31.26	Qtr Earnings	FYTD Earnings	Annual Yield
Fidelity Money Market	$ 9,694,101.56	$ 84,616.44	$ 207,061.93	2.85%
San Diego Treasury	$ 20,070,425.64	$ 212,600.96	$ 385,316.24	2.87%
Bank of America Flex CD	$ 2,013,743.04	$ 9,569.92	$ 13,743.04	2.75%

Cash Accounts

Cash accounts	Acccount Balance at 1.31.26	Earnings	FYTD Earnings	Annual Yield
Bank of America Savings	$ 3,961,999.91	$ 139.09	$ 497.48	0.01%
Bank of America Checking	$ 455,317.84	N/A	N/A	N/A
AMEX Cash	$ 154,657.69	$ 382.31	$ 1,115.63	1.37%

YTD Accumulated Cash and Earnings

Total All accounts	$ 36,350,245.68	$ 607,734.32

nov dec jan