LCFF Budget Overview for Parents

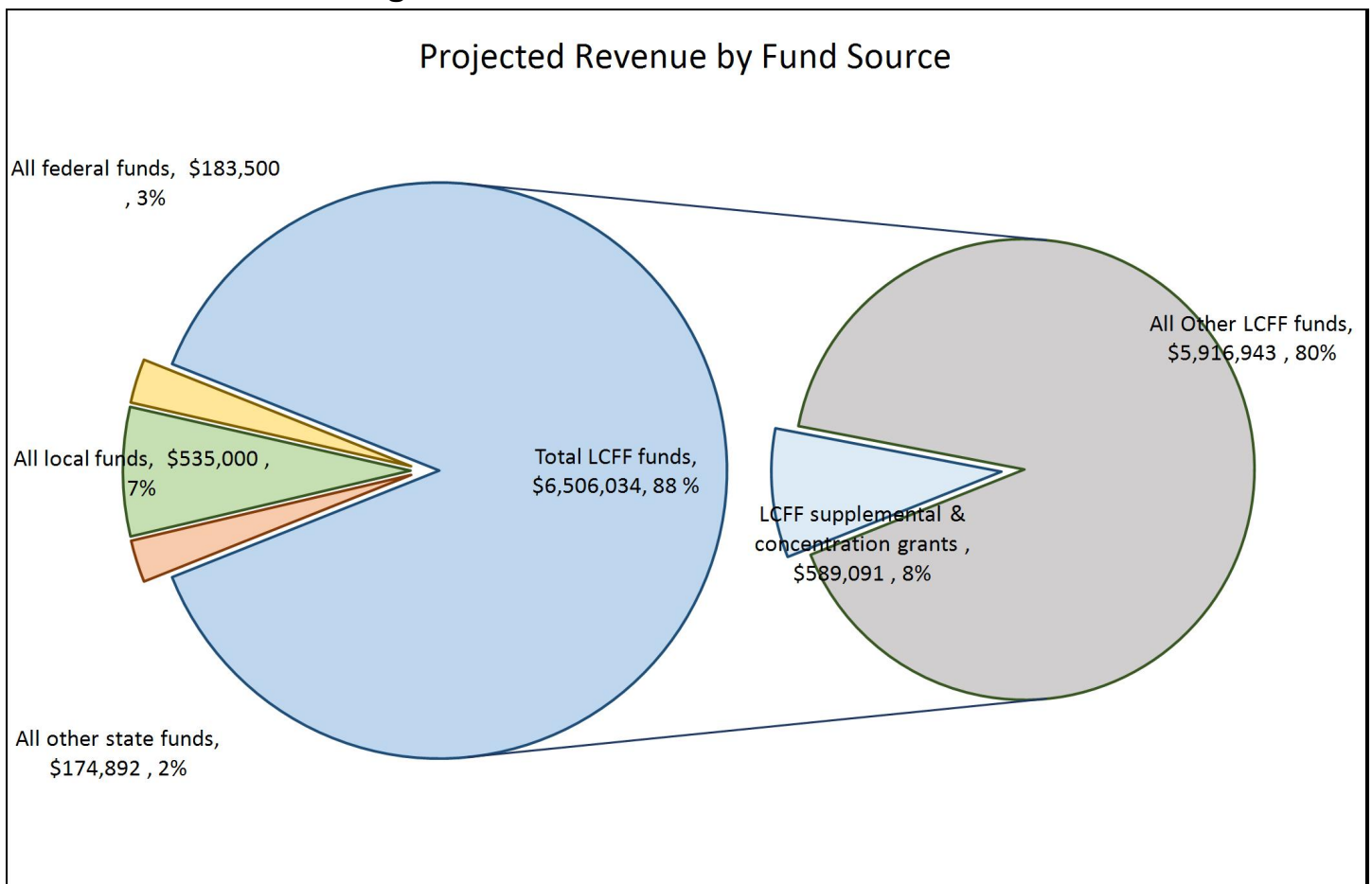Local Educational Agency (LEA) Name: Peabody Charter School

CDS Code: 42767866045918

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Demian Barnett-Superintendent/Principal, demian.barnett@peabodycharter.net

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 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $183,500 , 3%

All Other LCFF funds, $5,916,943 , 80%

All local funds, $535,000 , 7%

Total LCFF funds, $6,506,034, 88 %

LCFF supplemental & concentration grants , $589,091 , 8%
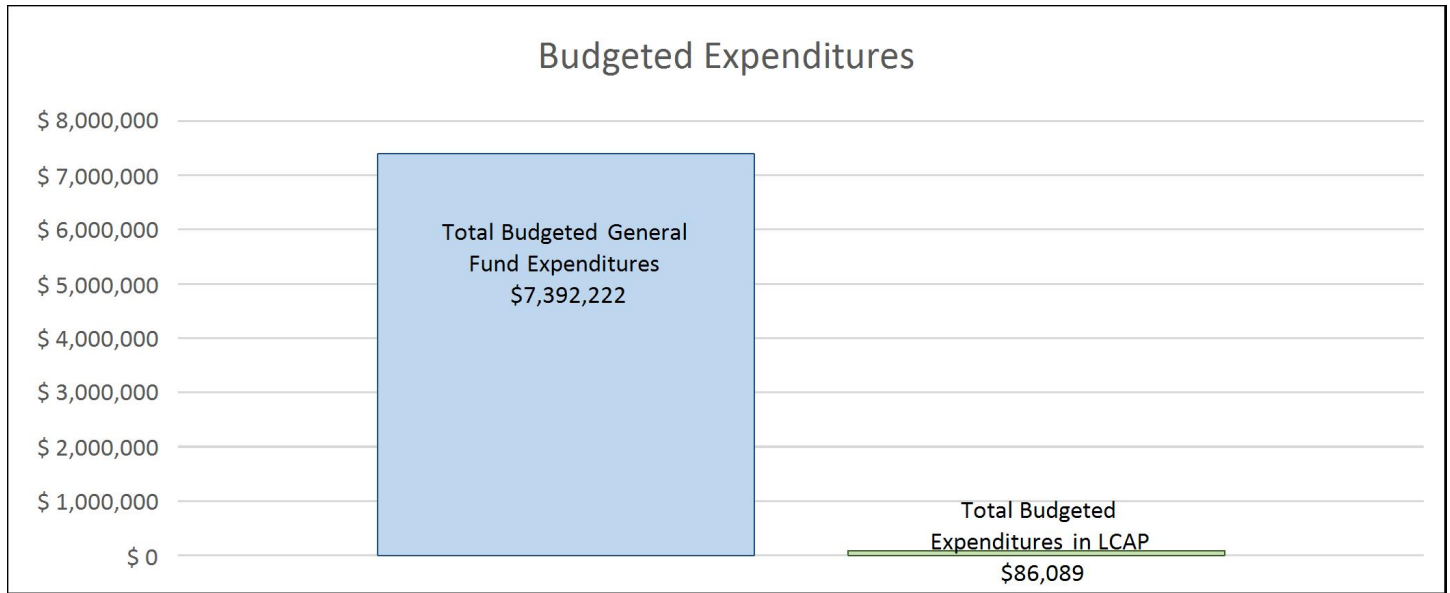
All other state funds, $174,892 , 2%

This chart shows the total general purpose revenue Peabody Charter School expects to receive in the coming year from all sources.

The total revenue projected for Peabody Charter School is $7,399,426, of which $6,506,034 is Local Control Funding Formula (LCFF), $174,892 is other state funds, $535,000 is local funds, and $183,500 is federal funds. Of the $6,506,034 in LCFF Funds, $589,091 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$7,392,222

Total Budgeted Expenditures in LCAP
$86,089

This chart provides a quick summary of how much Peabody Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Peabody Charter School plans to spend $7,392,222. for the 2019-20 school year. Of that amount, $86,089 is tied to actions/services in the LCAP and $7,306,133 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
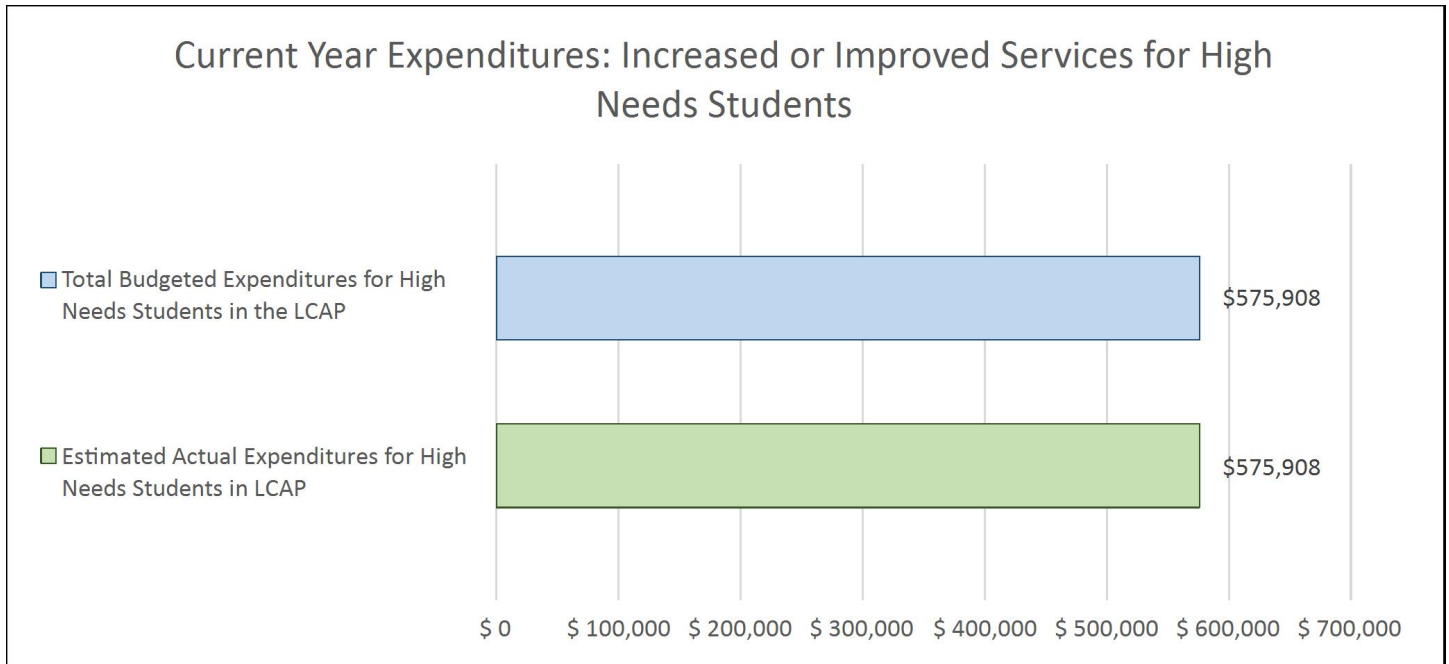
 Are High Needs students addressed specifically in LCAP?

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Peabody Charter School is projecting it will receive $589,091 based on the enrollment of foster youth, English learner, and low-income students. Peabody Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Peabody Charter School plans to spend $589,091 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$575,908
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$575,908

$0 $100,000 $200,000 $300,000 $400,000 $500,000 $600,000 $700,000

This chart compares what Peabody Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Peabody Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Peabody Charter School's LCAP budgeted $575,908 for planned actions to increase or improve services for high needs students. Peabody Charter School estimates that it will actually spend $575,908 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
Peabody Charter School	Demian Barnett-Superintendent/Principal demian.barnett@peabodycharter.net	demian.barnett@peabodycharter.net

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Over twenty years ago, a radical idea called "charter schools" became a public school reality. California passed its charter law in 1992, and in 1993 Peabody Charter School (the "Charter School") became the 21st charter school in the state. That remarkable time was 26 years ago but Peabody's place in Santa Barbara history began long before that. Bult in 1927 as Peabody Elementary, Peabody is situated on Santa Barbara's north side on a large piece of land, which was sold to the Santa Barbara Unified School District (the "District") for $5 by the Frederick Forrest Peabody family. From its simple beginnings that included a dentist office and a three-room hospital, Peabody has steadily expanded to its current 34-classroom campus that also includes an auditorium and stage, cafeteria/kitchen, expansive fields/play areas, and a state of the art Pinner Family Exploration Center which houses a beautiful science laboratory, a stunning library with fireplace and intimate amphitheatre, outdoor patio seating, and a computer lab.

Approximately 750 students in grades K-6 enjoy the fruits of inestimable labor and vision since 1927. Our student body is 53% Hispanic/Latino; 40% White; 32% English Learners(EL); 49% Free Reduced lunch; 10% SPED; and 8% Gifted and Talented (GATE).

Peabody receives most of its funding directly from the state and is responsible for all matters related to the governance and management of the charter school, including its administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population.

LCAP Highlights

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

Peabody continues to focus on student achievement for all students, closing the achievement gap between different subgroups of students, and the development of the skills and dispositions outlined on the Learner Profile (LP). In addition to this work, Peabody is committed to our work on deepening the development and implementation of a school-wide social-emotional program called Responsive Classroom and Mindfulness practice, utilizing our newly adopted math curriculum, aligning our use of our recent ELA adopted materials, increasing the frequency and quality of our science program, and our use of project-based learning (PBL) to provide opportunities for students to develop the skills and dispositions on the Learner Profile.

To achieve these goals, this LCAP focuses on:
1. A focus on equity through positive student identity development and increased student achievement.
2. Continued implementation of the Responsive Classroom program in grades K-6, with a particular focus on integration with the new math component called "Number Corner".
3. Implementation of the newly adopted K-5 math curriculum.
4. The ongoing development of tools, rubrics and units that teach and monitor progress towards skills and dispositions outlined on the Learner Profile.

Review of Performance

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

Greatest Progress

Peabody Charter has the second highest performing 6th-grade students in the Santa Barbara School District. Based on 2018 CASSPP scores, 67.31% of Peabody 6th grade students "exceed/meets" standards in ELA, and 55.77% "exceed/meets" standards in math. This exceeds both the district average (51.42% ELA; 36.05% in math) and the state average (47.84% ELA; 37.5% in math).

Peabody also met its LCAP goal of 40% of English Learners(EL's) being reclassified within 5 years. 46% of 4th grade EL students, 50% of 5th grade ELs and 77% of 6th grade ELs who attended Peabody for five years were reclassified.

Peabody English Learners outperform EL's in the SBUSD district. School-wide, 23.08% of EL's "exceed/meet" standards in ELA, while District-wide, that number is 6%. While there is clearly room to grow, we are proud that we are moving in right direction.

Peabody continues to embrace our Learner Profile, which outlines the key skills/dispositions our community has identified as being key to current and future success.

Peabody has the lowest chronic absentee rates in the district. Only 5.7% of students are chronically absent, compared to 8.5% for SBUSD, we are proud of our efforts to make sure students are coming to school each day.

Peabody has developed a school-wide Mindfulness program that continues to mature. In the 2018-19 school year, 82% of teachers taught Mindfulness 2-5 days a week, and 16% report providing the opportunity at least weekly.

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

Greatest Needs

According to Peabody's 2018 results on the CA Dashboard, there is no state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where Peabody received a "Not Met" or "Not Met for Two or More Years" rating.

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

Performance Gaps

The performance of students with disabilities is in the red "Very Low" (declined) category for English/Language Arts (ELA) and red "Very Low" (maintained) for Mathematics.

To address this subgroup, Peabody is focusing on Tier 1 literacy instruction in grades K-2 utilizing our recently adopted ELA curriculum. In 2019-2020, Peabody will be having teacher-tutors in grades 1 & 2 teach a multi-sensory reading intervention to students who qualify prior to being identified for an IEP.

In the area of mathematics, Peabody has adopted a new math program and will have the first year of implementation be the upcoming 2019-2020 school year.

SBUSD provides Peabody with its special education services. Peabody works with SBUSD on improving the instruction that occurs in the special education classrooms, as well as the training of those Sped team members that help most Sped students "push-in" to the general education setting.

Peabody continues to work with SBUSD on the training of SPED staff to better support students with disabilities in general education and special education settings. Peabody is contributing to the district's Performance Indicator Review (PIR) process, as the district as a whole is also in the "Very Low" category for SPED performance.

Peabody supported a Family Service Agency (FSA) counselor who works to meet the social-emotional needs of referred students. A school-wide climate and positive behavior program will be maintained in 2019 with the goal being to continue to develop social and academic competencies. Peabody continues to implement Deeper Learning strategies in grades 3-6 that allow students who

are the farthest from opportunity to learn and benefit from hands-on real-world problem identifying and solving.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None.

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

A. 100% of all classroom teachers are appropriately credentialed and assigned.
B. 100% of students will use materials aligned to the state standards.
C. Facilities will support learning both inside and outside the classroom.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator HR records **18-19** 100% of teachers will be appropriately credentialed. **Baseline** 100% of teachers are appropriately credentialed.	18-19 100% of teachers were appropriately credentialed.
Metric/Indicator Purchased materials **18-19** 100% of students have access to materials that are state standards aligned. **Baseline** 100% of students have access to materials that are state standards aligned.	18-19 100% of students had access to learning materials that are aligned to state standards.
Metric/Indicator School facilities are maintained to support learning inside and outside **18-19** We will maintain a safe and clean school.	18-19 School was maintained by custodial staff and facilities manager. Examples of repairs and improvements include but are not limited to: 1. Roof repairs to fix leaks.

Expected	Actual
Baseline n/a	2. Plumbing repairs to fix old pipes. 3. Painting - inside and out. 4. Daily cleaning of lunch tables. 5. Daily sweeping and/or leaf blowing 6. Field maintenance 7. Pest control (termites) 8. Repairs to doors, locks, and windows.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Review and insure any new hires have proper credentials, including special education staff. 2. Annual review of class assignment and credential status 3. Facility Upgrades	1. HR director and Superintendent/Principal reviewed and insured that new hires had proper credentials for the position. 2. HR director and Superintendent/Principal reviewed all class assignments with regards to credential status. 100% of teachers held proper credentials for the positions that they held. 3. School facility was maintained by custodians, facilities supervisor, and outside contractor (i.e. plumbers, roofers, etc.) when necessary. 4. The Superintendent/Principal met monthly with facilities staff from the district to maintain clear lines of communication about facility repairs and upgrades, as well as coordinate district-level facilities work such as the	(Facility Incl) 1000,2000, 3000,4000,5000 LCFF $101,000	1000,2000,3000,4000,5000 LCFF $111,000

	replacement of the heating system in the main building.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Each year, the HR director and Superintendent/Principal review and ensure that all new hires (if any) are properly credentialed. Only candidates with the proper credentials are interviewed for open positions.

Each year, the HR director and Superintendent/Principal review all class assignments to ensure that each person in the position holds the proper credentials. As the school doesn't interview or hire those without the proper credentials, the school is able to have 100% of class assignments held by properly credentialed staff.

School facilities are maintained daily by the custodial staff and the facilities manager. When a job that requires particular expertise (i.e. a roofer) is needed, bids are solicited and a vendor is chosen to complete the work.

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

The actions above resulted in 100% compliance with regards to credentialing and class assignments. School facilities were successfully maintained throughout the year. The processes for these actions and services were extremely successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to unexpected repair needs, the actual was higher than the budgeted.

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

No changes were made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

A. All instruction and curriculum, including ELD and science, will be aligned to state standards.
B. All students will take beginning, middle, and end of common formative assessment in math and ELA.
C. We will continue to integrate Learner Profile characteristics into school wide learning and teaching.
D. We will work towards developing a school wide articulated vision for math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator LCAP survey to staff **18-19** 90% of math materials are 100% aligned to state standards **Baseline** 83% of math materials are 100% aligned to state standards;	18-19: Goal 2A: 100% of math materials are 100% aligned to state standards. 17% of teachers report needing to use materials that are 100% standards-based but to a different grade level. For example, a first-grade teacher might use second-grade materials for an advanced student. All other materials are also aligned to state standards.

	Expected	Actual

<table>
<tr><th>Expected</th><th>Actual</th></tr>
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Expected   **Actual**

Percentage of curriculum aligned to state standards in MATH.

36 responses

- 100%
- 90-99%
- 80-90%
- 70-80%
- 60-70%
- 50-60%
- Less than 50%
- I am teaching ELD most of the day along with reading groups.

16.7%

77.8%

Metric/Indicator
LCAP survey

18-19
100% of teachers will give at least two formative assessments in ELA or Math

Baseline
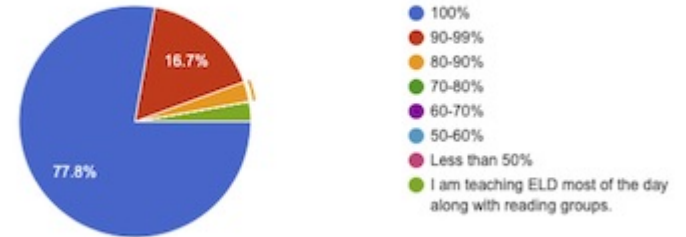100% of teachers giving at least two formative assessments in ELA or Math

18-19: Goal:
100% of teachers gave at least two formative assessments in ELA and Math.

When are you giving the STAR Renaissance assessment to students in ELA?

36 responses

Initial assessment and before each repo... — 15 (41.7%)
— 5 (13.9%)
More than 4 times a year And additional times for students who n... — 13 (36.1%)
— 1 (2.8%)
Not applicable to my position — 1 (2.8%)
at least 4 times maybe more if results — 1 (2.8%)

When are you giving the STAR Renaissance assessment to students in Math?

36 responses

Initial assessment and before each repo... — 13 (36.1%)
— 2 (5.6%)
More than 4 times a year — 12 (33.3%)
Kindergarten (Uses Early Literacy test ... — 6 (16.7%)
— 1 (2.8%)
Not applicable to my position — 1 (2.8%)
at least 4 times but maybe more if resu... — 1 (2.8%)

Metric/Indicator
LCAP survey

18-19
90%of ELA materials 100% aligned to state standards

Baseline
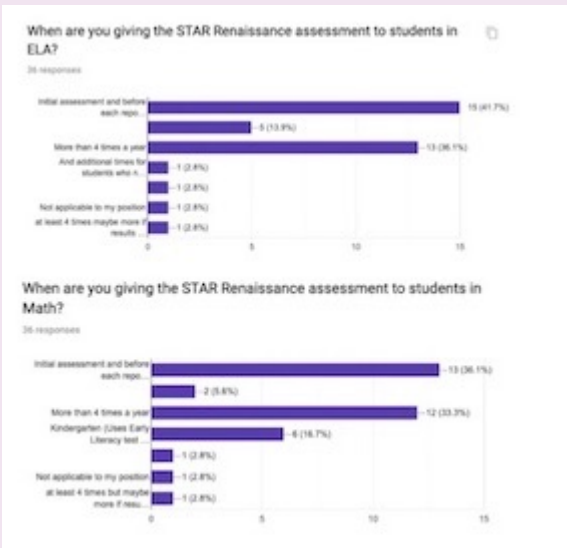83% of ELA materials 100% aligned to standards

19-20
100% of ELA materials are 100% aligned to state standards. 14% of teachers report needing to use materials that are 100% standards-based, but to a different grade level. For example: A fourth grade teacher might use fifth-grade materials for an advanced student.

Expected	Actual

Percentage of curriculum aligned to state standards in ELA.

36 responses

- 100%
- 90-99%
- 80-90%
- 70-80%
- 60-70%
- 50-60%
- Less than 50%

86.1% 13.9%

Metric/Indicator
LCAP survey to staff

18-19
90% of grade levels are doing two PBL lessons

Baseline
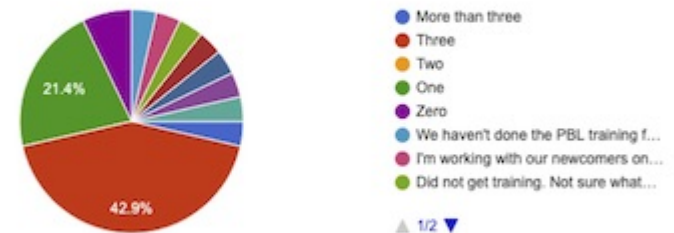91% of grade levels are doing at least one PBL lesson

100% of grade levels trained by the Buck Institute completed at least one (1) Project Based Learning (PBL) experience. 50% of grade levels trained by the Buck Institute completed more than one. The average for this group was three PBL projects.   Grade levels not trained by the Buck Institute did zero to one (1) PBL projects, though several of these grade levels reported completed Passion Projects.

How many PBL units will you teach this year?

28 responses

- More than three
- Three
- Two
- One
- Zero
- We haven't done the PBL training f...
- I'm working with our newcomers on...
- Did not get training. Not sure what...

21.4%   42.9%

1/2 ▼

Metric/Indicator
LCAP survey to staff

Baseline
87% of grade levels are teaching at least three NGSS science units

96.4% of teachers taught at least three NGSS aligned investigations.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2A.1 Continue to use teacher release time to identify, review and modify curriculum to assure that it is standards aligned. 2A.2 Continue to articulate and implement school wide science with an emphasis on science vision and cross-curricular integration. 2B and 2D. Continue to use teacher release time, late start Friday, PD time and/or release time to implement and analyze beginning, middle and end of the year assessments in ELA, ELD and math. A school wide discussion about the articulation and implementation of math curriculum is also a priority. 2C. Continue to have PD on next steps on PBL.	2A.1 Teachers continued to use teacher release time to identify, review, and modify the curriculum to assure that it is standards-aligned. 2A.2 Teachers continued to articulate and implement school-wide science with an emphasis on science vision and cross-curricular integration. The science committee drove this work and the staff as a whole discussed science implementation at nearly every staff meeting. 2B and 2D. Teachers continued to use teacher release time, late start Friday, PD time and/or release time to implement and analyze beginning, middle and end of the year assessments in ELA, ELD, and math. A school-wide discussion about the articulation and implementation of math curriculum occurred by using an organized committee structure focused on each of these elements. The result of these conversations was the adoption of a new math curriculum in 2018/2019. 2C. The school did not have additional PBL training this year.	1000,2000,3000,5000 State LCFF, Federal T2 $150,250	1000,2000,3000,5000 State LCFF, Federal T2 175,776

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Most of the elements of this goal were achieved by establishing a committee structure that allowed the school to focus on ELD, Assessment/Tech, Math, and Leadership. These committees met twice a month. During this time, they set both short and long term goals. Progress toward these goals was shared at staff meetings and Board meetings.

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

The committee structure was very effective at getting to these goals. Other goals were added as well. This year, the math committee was able to choose a math curriculum for next year. The assessment/tech committee got every grade level use STAR Renaissance as a formative assessment tool. The ELD committee was able transition the school to ELPAC and insure that that was reflected on the new report card. The Leadership committee was able to write a school-wide homework policy and generate a school-wide common report card.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development and release time proved to be effective, though more expensive than originally budgeted.

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

One change is to make sure that we are using the same language when asking teachers to monitor their work. For example, the science curriculum uses "unit," "investigation" and "module." When setting goals and monitoring progress, it needs to be clear to everyone what we are measuring.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Academic achievement of English Learner Students will be improved.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

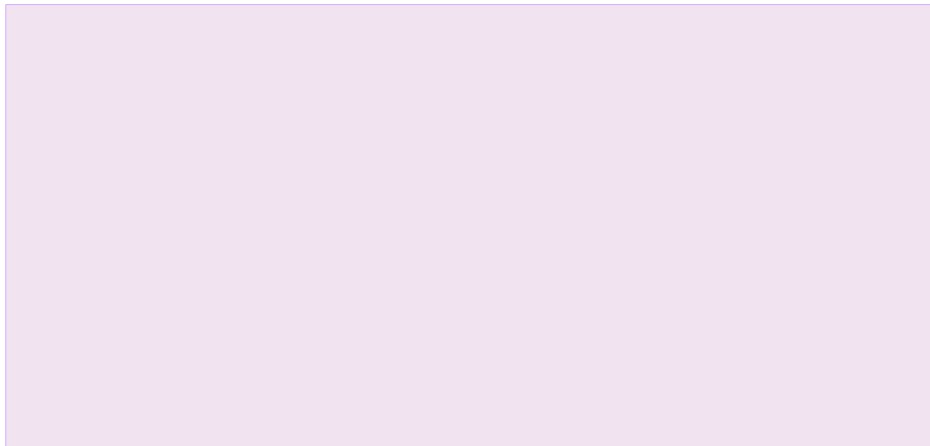| Expected	Actual
Metric/Indicator Annual LCAP survey **18-19** 100% of EL students receive designated and integrated ELD on a regular basis **Baseline** 100% of EL students receive designated and integrated ELD on a regular basis	100% of teachers are providing ELD in their classrooms. Several grades shared that they often don't have ELD on Friday's due to the shortened day. 42% of teachers/grade levels reported that there was an average of 30 min 5 days a week. 19% reported that there was less than 30 minutes 5 days a week (due to integrated ELD only on Fridays) while 42% reported "other." (Mostly meaning designated ELD Mon-Thu and integrated ELD on Fridays. Given that these percentages add up to more than 100%, those reporting "less than" are also reporting "other." Comments suggest that some grade levels might do more time, fewer than 5 days a week. For example, 45 min, Mon-Thu.

Expected	Actual
	All EL students received Designated ELD on the following basis. 36 responses An average of 30 minutes 5 days a week — 15 (41.7%) Less than 30 minutes 5 days a week — 7 (19.4%) Other — 15 (41.7%)
Metric/Indicator STAR Renaissance data **18-19** 80% of EL students will be at or above 40% on the STAR in ELA and Math **Baseline** STAR Renaissance data	Peabody did not meet this goal. The school-wide average of EL students at or above 40% on the STAR in ELA was 42.37%. The school-wide average of EL students at or above 40% on the STAR math assessment was 40%.
Metric/Indicator Reclassification report **18-19** Pending Data **Baseline** 36% of EL 4th graders, 40% of EL 5th graders and 80% of EL 6th graders were reclassified.	Peabody also met its LCAP goal of 40% of English Learners(EL's) being reclassified within 5 years. 35% of 4th grade EL students, 53% of 5th grade ELs and 70% of 6th grade ELs who attended Peabody for five years were reclassified. Because 4th grade students are given the ELPAC in the spring, they are reclassified until 5th grade. As 53% of 5th graders are reclassified, it shows that we exceeded the goal of 40% of EL students being reclassified within 5 years.
Metric/Indicator ELPAC results **18-19** To be determined **Baseline** To be determined	The ELPAC results will be reviewed to set a baseline and a goal for 2019-2020.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3A. 1 Grade levels will work with the ELD coordinator to ensure that designated ELD groups are established and that ELD instruction begins by September 15, 2018. 3B. 1. Teachers will provide designated and integrated ELD, use adopted ELA and ELD materials to provide academic vocabulary, work with the ELD coordinator to track EL progress throughout the year, and use various data points e.g. ELPAC and ELD curriculum assessments 3B. 2. Have as many teacher tutors at as many grade levels as possible to support the needs of EL students.
3C.1 ELD coordinator will track and report reclassification rates on an annual basis.
3D. ELD coordinator will coordinate, track and report ELPAC implementation and progress rates.
	3A: 71% of grade levels were able to start designated ELD by 9/15. 29% started after 9/15. The largest group that started after 9/15 was Kindergarten due to the shortened day for the first three weeks. After Kindergarten went to the regular day, ELD began. One other grade level reported that their PBL project (Tall Ship) impacted the timing of designated ELD.
	3A.1: See above. Progress was also tracked using the Star Reading Assessment, ELPAC scores, and other measures.
	3B.2: There were the maximum number of teacher-tutors this year. Every grade level had a teacher-tutor, though one grade level got their TT later in the year due to a leave.
	3C.1: The ELD coordinator tracked reclassification rates.
	3D. The ELD coordinator transitioned the school to using the ELPAC this year, instead of the CELDT.
		(6.5 TT, ELD, Wonders) 1000,3000,4000
		  LCFF, Title I, III 346,500
			1000,3000
			
			  LCFF, Title I, III $342,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our work with our English-Learners continued this year. Using new assessments, we track their progress and made adjustments along the way. Using teacher-tutors, both intervention, and, in a majority of grade levels, ELD instruction was provided. Our ELD coordinator provided ELD support for some grade levels, especially those that didn't start the year with a teacher-tutor, as well as helped to track progress school-wide, and transitioned the school to using the ELPAC over the CELDT.

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

Increasing English-Learner achievement remains a top priority. The effectiveness of the actions in this goal were significant, but there remains a substantial performance gap between our English Learners and other subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Personnel costs came in slightly under budget.

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

This was the first year of using Star Renaissance school-wide. This analysis led to changes in both how we use that tool to better monitor EL progress, and it changed some of our goals in this area, shifting them to a focus on growth.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

All students will participate in the "whole child" approach at Peabody. This approach couples rigorous academics with rich extra-curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Kindergarten-6th grade school wide drama/dance classes **18-19** 100% of students K-6 participate in the performing arts programs **Baseline** 100% of students K-6 participate in the performing arts programs	This goal was achieved.
Metric/Indicator Kindergarten-6th school wide PE classes **18-19** 100% of students K-6 participate in the PE program **Baseline** 100% of students K-6 participate in the PE program	This goal was achieved.
Metric/Indicator LCAP survey	We did not meet this goal. 82% of classes had an experience in the cafeteria that linked with a curricular objective.

Expected	Actual
18-19 100% of students K-6 have an experience in the kitchen **Baseline** 100% of students K-6 have an experience in the kitchen	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4A. 1 All students will have drama and dance and ceramic art to the greatest extent possible. 4A.2 All students will participate in PE classes. 4B.1 All students will have a cooking experience related to a curricular program. 4B.2 Students will be taught, and practice, regular mindfulness techniques. 4C.1 Smarter Balance will be given grades 3-6, as well as other school based formative/summative assessments. 4C.2. GATE testing will be given annually in Fall; GATE proctor to be contracted	4A.1: All students in grades K-6 were offered drama and dance and ceramic art. 4A.2: All students were offered more than the state required amount of minutes in PE. 4B.1: Eight out of ten students school-wide had a cooking experience related to a curricular objective. 4B.2: 100% of students were taught and practiced Mindfulness techniques on a regular basis. 4C.1: All students in grades 3-6 participated in the CAASPP testing unless specifically opted out by their parent/guardian. 4C.2: All students in grade 2 was tested for GATE unless specifically opted out by their parent/guardian.	1000,2000,3000,5000 LCFF $182,500	2000,3000,5000 LCFF 182,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our "whole-child" approach at Peabody continues to thrive. All students are provided access to a rich set of "specials" that include PE, ceramics, art, drama, dance, and cooking.

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

These "specials" are effective at providing children with areas that they may not have access to in their regular lives (equity). These specials also are key areas where social-emotional learning, and development toward the skills/characteristics on our Learner Profile can happen.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We seek to continue this program. The only change is to attempt to add vocal music to at least one grade level in the coming year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

All parents, with an emphasis on parents of unduplicated pupils and special needs students, will provide input on school priorities, and positively engage in volunteering and participating in school wide activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Surveys Meeting Notes Minutes **18-19** Parents provide input via: - CHKS - Parent-Teacher-Student Organization/PTSO - Podemos (EL parent) - Site Council - Board of Directors - Foundation Committee - PPE Committee - Other school events	2018-19: Parents did provide input via: - CHKS Survey - Parent-Teacher-Student Organization/PTSO - Podemos (EL parent) - Site Council - Board of Directors - Foundation Committee - PPE Committee - Other school events

Expected	Actual
Baseline Parents provide input via: • CHKS • Parent-Teacher-Student Organization (PTSO) • Podemos (EL parent) • Site Council • Board of Directors • Foundation Committee • PPE Committee • Other school events	
Metric/Indicator Volunteer Breakfast Volunteer Tracking **18-19** Families will support their children in school through direct engagement with classroom and school wide events. Parents will be expected to volunteer for at least three hours a month. **Baseline** Families support their children in school through direct engagement with classroom and school wide events.	2018-19: While parents are encouraged to volunteer and some/any capacity three hours per month, we still don't have the capacity to track this. It is done via the honor system. We are still seeking a parent volunteer to help us coordinate volunteer hours.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a school wide list of events at registration, so parents can be informed of, and sign up for, events that interest them. Provide a school wide list of events at various times of the year, so	We did not provide a school wide list of events at registration, so parents can be informed of, and sign up for, events that interest them for the 2018-19 school year. We did create the list, and are	1000,2000,3000,4000 LCFF $25,000	1000,2000,3000,4000 LCFF 25,000

parents can be informed of, and sign up for, events that interest them.	distributing for the 2019-2020 school year.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Peabody still continues to have high levels of parent participation as evidenced by our ability to host the Harvest Carnival, Kermes, Chocolatada, Sports Day, Jogathon, Track meet, as well as support classrooms, field trips, teacher appreciation breakfasts, etc.

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

Peabody has many channels for parents to both be involved and provide input. Parent involvement/input is a core value of Peabody. It is alive and well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted and actuals.

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

The only change to this goal was pushing the goal of a volunteer sign-up sheet out one year. We are now including that as part of our informational materials shared at registration.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

School will maintain high levels of daily attendance and low levels of chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

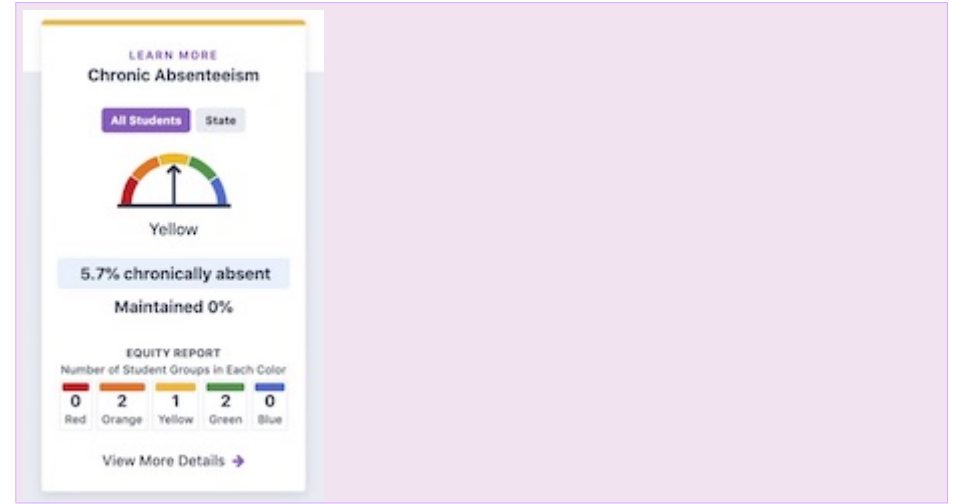| Expected	Actual
Metric/Indicator Attendance Reports and Dashboard data **18-19** Peabody will maintain a daily attendance rate of 95% or higher **Baseline** Peabody maintained a daily attendance rate of 95% or higher	Peabody achieved this goal with an average daily attendance rate of 96.41%. This data comes from the school's monthly attendance reporting.
Metric/Indicator Attendance Reports and Dashboard data **18-19** Peabody will maintain a chronic absenteeism rate of 5% or lower. **Baseline** Peabody worked to maintain a chronic absenteeism rate of 5% or lower.	Peabody just missed this goal with a chronic absentee rate of 5.7%. Our goal was 5% or less. This metric is impacted by the number of students who miss school due to planned trips with family. It is also represents students whose families struggle to get their students to school. Our FSA community liaison has helped with some these cases.

	Expected	Actual

<div align="center">Expected</div> <div align="center">Actual</div>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6A and 6B.1: Parents were notified annually regarding the importance of attending school. 6A and 6B.2: Parents were notified annually about the importance of not planning family vacations during school time. 6A and 6B.3: Monthly Attendance reports were completed and monitored, including independent study contracts when appropriate.	We notified parents via ParentSquare about the importance of attending school and not planning vacations during school time. For those parents of children who are chronically absent, we also sent letters home on a regular basis letting them know their child's attendance status. This work was done by teachers and monitored by office staff. Next year, we are looking to move to an online attendance system.	2000,3000 LCFF $70,000	2000,3000 LCFF 70,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Utilizing our school-wide communication system - ParentSquare - Peabody is able to communicate to parents about the importance of attending school and not planning family vacations during school time.

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

The effectiveness of this varies however, as we have not seen a dramatic drop in the number of requests for independent study contracts to cover time missed away from school due to family vacations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between the budgeted and actual expenditures.

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

There are no changes to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

Peabody will remained focused on a positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

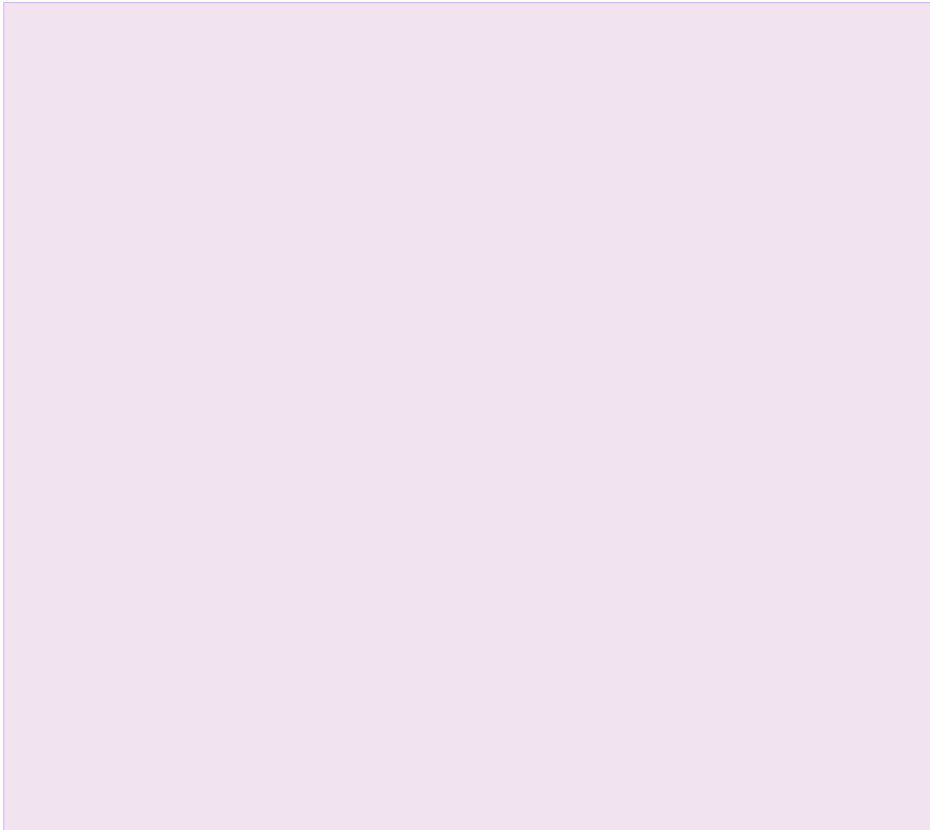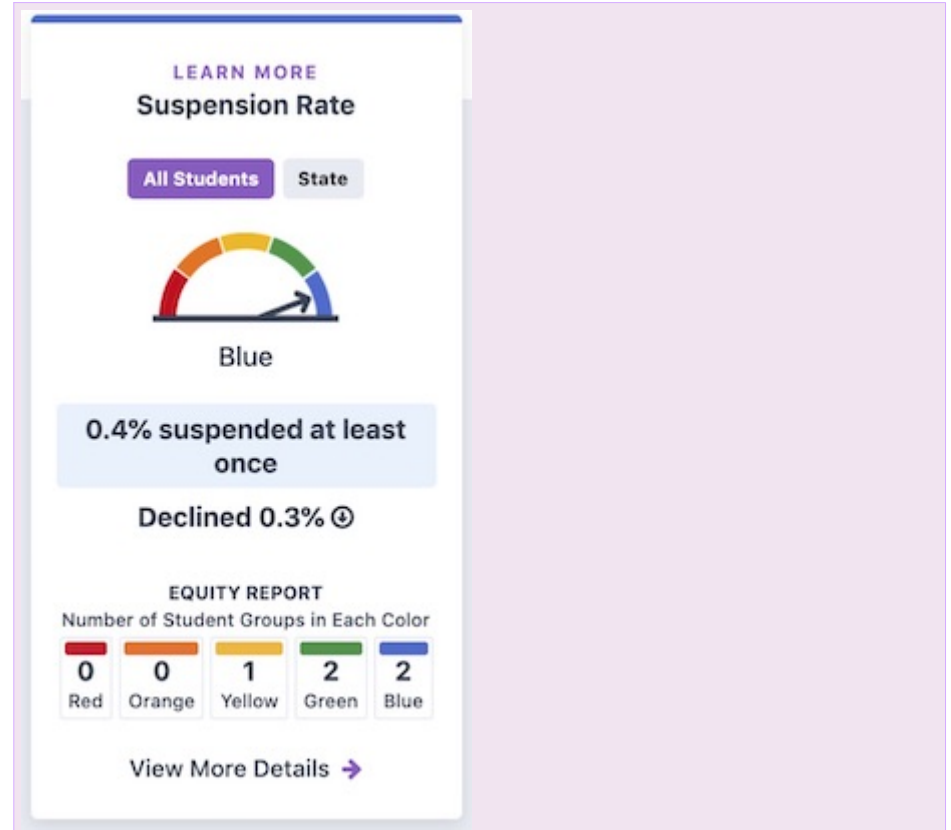| Expected	Actual
Metric/Indicator Office Reports **18-19** Peabody will continue to maintain systems that align with positive behavior management. We will be continuing to add more strategies as we implement the school wide program of Responsive Classroom. Expulsion is used only as a last resort or when there is continued, clear and present safety issues. **Baseline** Peabody has very low levels of school suspensions (<1%) through use of positive behavior management. Expulsion is used only as a last resort or when there is continued, clear and present safety issues.	Peabody has implemented the Responsive Classroom program this year. Training took place over the summer and continued into the school year. The biggest piece of Responsive Classroom used this year is the morning meeting. Suspension and Expulsion are seen as tools of last resort, or when a student presents a clear safety issue. By utilizing and maintaining a more restorative approach to discipline, Peabody's suspension rate is less than 1%.

Expected	Actual

LEARN MORE

Suspension Rate

All Students | State

Blue

0.4% suspended at least once

Declined 0.3% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1	2	2
Red	Orange	Yellow	Green	Blue

View More Details →

Metric/Indicator
Surveys

18-19
We will continue to strive to create a campus where 90% or higher of students, staff and parents report feeling school is safe for all.

Baseline
Reported sense of school safety by 5th/6th grade students, parents and staff is for 5th grade students is 87%, 90% for 6th grade students. 94% of parents report a sense of safety at school and 100% of teachers agree or strongly agree that the campus is a safe place for all.

Based on the California Healthy Kids Survey, 62% of fifth graders say they feel safe at school "All the time" and 96% report either all the time or most of the time. For 6th graders, 51% say they feel safe "All the time" and 88% report either all the time or most of the time.

94% of staff reporting feel that the school is safe for all.

Parent data was unavailable at the time of this annual review.

The fact that any child is reporting that they "never" feel safe at school is a concern. With 1% and 2% reporting - which translates to 1 student in each grade - this will need to be explored.

Expected	Actual

| | **Table A7.1** *Perceived Safety at or Outside of School* |

Table A7.1

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %	Grade 6 %
Do you feel safe at school?		
No, never	1	2
Yes, some of the time	3	9
Yes, most of the time	34	37
Yes, all of the time	62	51

Actions / Services

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

Action 1

	The school conducted the California Healthy Kids Survey in grades 5 & 6 to gather the data reported here.	2000,3000,4000 LCFF $900	4000 LCFF 650.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The survey data continues to help gather perception data on the important issue of school safety.

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

Administering the California Healthy Kids Survey is effective in providing perception data on school safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was slight difference due to the cost of the survey.

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

There will be no change to this goal. An additional goal will be added for 2019-2020 around making sure that teachers and administration have even clearer explanations of both school rules and consequences.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Information and feedback was solicited from parents via Parent Square, an online communication tool. Specific survey was collected in April 2018. Staff reviewed data during grade level or cross grade team meetings and staff meetings. Information was shared utilizing school-wide committees such as PTSO committee, Site Council, and Podemos (ELAC). The Board of Directors reviewed data after the first reporting period at a public board meeting and after the second reporting period at a public meeting. Summary information was shared with all parents via a survey that then asked parents to respond and provide input. (in both English and Spanish).

Impact on LCAP and Annual Update

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

After engaging our stakeholders via meetings, presentations, and surveys, Peabody was able to identify several areas of focus for the 2019-2020 LCAP plan. These foci include:
1. Implementation of a school-wide math program.
2.   Clarity around areas of focus and how to integrate mindfulness, Learner Profile skills/attributes, and social-emotional develop systems such as Responsive Classroom.
3. Ongoing focus on ways to close the achievement gap, especially for our English Learners. The school must continue to seek programs and practices that address the performance of English Learners and also
students in our low socio-economic subgroup.
4.   Continued focus on improving the frequency and quality of our science instruction.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

A. 100% of all classroom teachers are appropriately credentialed and assigned. (Resource alignment, Teachers, Equity)
B. 100% of students will use materials aligned to the state standards. (Resource alignment)
C. Facilities will support learning both inside and outside the classroom. (Equity)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Priority 1A: Conditions of Learning, Basic: Teachers credentialed and assigned appropriately
Priority 1B: Conditions of Learning, Basic: Pupils have access to materials aligned to state adopted standards
Priority 1C: Conditions of Learning, Basic: School Facilities are maintained in good repair

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
HR records	100% of teachers are appropriately credentialed.	100% of teachers are appropriately credentialed.	100% of teachers will be appropriately credentialed.	1A: 100% of teachers will be appropriately credentialed.
Purchased materials	100% of students have access to materials that are state standards aligned.	100% of students have access to materials that are state standards aligned.	100% of students have access to materials that are state standards aligned.	1B: 100% of students have access to materials that are state standards aligned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities are maintained to support student learning.	School has been maintained to the greatest extent possible given the resources available.	Maintain a safe and clean school.	We will maintain a safe and clean school.	1C: Peabody will maintain a safe and clean school.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1. Review and ensure any new hires have proper credentials, including special education staff. 2.　Annual review of class assignment and credential status 3.　Facility Upgrades	1. Review and ensure any new hires have proper credentials, including special education staff. 2.　Annual review of class assignment and credential status 3.　Facility Upgrades	1A: Review and ensure any new hires have proper credentials; work with the SBUSD to ensure their SPED employees have proper credentials. 1B: Annual review of class assignment and credential status 1C:. Facility Repairs and Upgrades as resources allow

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$101,000	$138,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000, 3000,4000,5000	(Facility Incl) 1000,2000, 3000,4000,5000	2000,3000,4000,5000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

A. All instruction and curriculum, specifically with regards to designated and integrated ELD, will be aligned to state standards. (Curriculum & Instruction)
B. All students will take formative assessments in math and ELA utilizing a school-wide assessment program. (Assessment)
C. We will continue to integrate Learner Profile characteristics into school-wide learning and teaching. (Equity)
D. Continue progress toward the quality and frequency of science instruction will continue with a focus on science notebook and student sense-making of NGSS aligned science standards (Curriculum, Instruction,
Equity)
E.   Teachers will work towards implementing a school-wide articulated vision for math using the newly adopted math materials. (Curriculum, Professional Development, Instruction, Equity)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
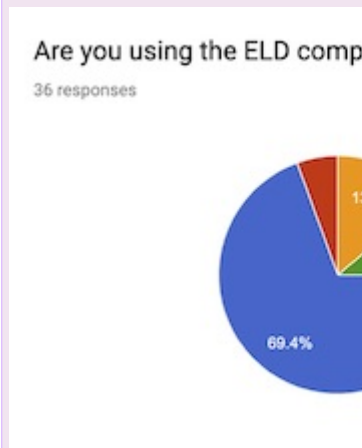   Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Priority 2A: Condition of Learning: Implementation of State Standards
Priority 2B: Conditions of Learning: Implementation of State Standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP survey to staff	83% of math materials are 100% aligned to state standards;	90% of math materials are 100% aligned to state standards	90% of math materials are 100% aligned to state standards	2A: All math materials are 100% aligned; teachers use 10% or less of materials aligned to math standards in grade levels other than the one they are teaching.
LCAP survey	100% of teachers giving at least two formative assessments in ELA or Math	90%of ELA materials 100% aligned to state standards	90%of ELA materials 100% aligned to state standards	2A.1: All ELA materials are 100% aligned; teachers use 10% or less of materials aligned to ELA standards in grade levels other than the one they are teaching.
LCAP survey	78% of K-5 is currently using the ELD component of the literacy program "Wonders." 21% are partially using the materials, while 1% is not using the materials.	N/A	N/A	2A.2: All grade levels K-5 will use the Wonders ELD materials as 80% or more of the overall ELD curriculum for their designated ELD classes. Grade 6 will continue to use curriculum developed for that grade level.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Are you using the ELD comp 36 responses 69.4% 13.			
LCAP survey to staff	83% of ELA materials 100% aligned to standards	100% of teachers will give at least two (2) formative assessments in ELA or Math	100% of teachers will give at least two (2) formative assessments in ELA or Math	2B: 100% of teachers will give at least four (4) formative assessments in ELA and Math. (Approx. every 6 weeks)
LCAP survey to staff	91% of grade levels are doing at least one PBL lesson	90% of grade levels are doing two PBL lessons	90% of grade levels are doing two PBL lessons	2C: 100% of grade levels 3-6 are doing a minimum of two PBL lessons with the explicit intention of giving students opportunities to develop the skills and characteristics outlined on the Learner Profile. 2C.1 100% of grade levels K-2 will experiment with either PBL or Passion Project time (individual or groups of students pursuing a question, interest, or passion of their choosing) to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				develop the skills and characteristics outlined on the Learner Profile.
LCAP survey to staff	87% of grade levels are teaching at least three NGSS science units	100% of grade levels are teaching at least two NGSS science "Disciplinary Core Idea"/Units	100% of grade levels are teaching at least two NGSS science "Disciplinary Core Idea"/Units.	2D: 100% of teachers will use science notebooking as an instructional strategy to support all students (including academic achievement of English Learner Students - LCAP Goal 3). 2D.1: Engage in professional learning around improving science notebooks, student sense-making and positive identity development with regards to science.
LCAP survey to staff	100% of teachers in grades K-5 will receive new, standards-aligned math materials.	N/A	N/A	2E: 100% of teachers in K-5 will use the new math materials for math instruction. 2E.1: 100% of teachers in K-5 will be provided professional development in the use of the new math materials.

Planned Actions / Services

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

Action 1

All	All Schools
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Modified Action	Modified Action	
	2A.1 Continue to use teacher release time to identify, review and modify curriculum to assure that it is standards aligned. 2A.2 Continue to articulate and implement school wide science with an emphasis on science vision and cross-curricular integration. 2B and 2D. Continue to use teacher release time, late start Friday, PD time and/or release time to implement and analyze beginning, middle and end of the year assessments in ELA, ELD and math. A school wide discussion about the articulation and implementation of math curriculum is also a priority. 2C. Continue to have PD on next steps on PBL.	2A: Teachers will be trained on, and use, the newly adopted math materials in grades K-5. Sixth grade will use their standards-aligned materials that better match the grades 6-8 alignment. 2A.1: Teachers will use the adopted materials for ELA in grades K-5 and the standards-aligned materials in grade 6. 2A.2: Teachers in grades K-5 will utilize the ELD component of the ELA materials and use those tools as the core of the designated ELD curriculum. 2B: Teachers will give a formative assessment approximately every six weeks, for a minimum of four times a year, using the Star Renaissance Reading and Math inventories. 2C: Grades 3-6 will provide students with at least two "Gold Standard" project-based

learning opportunities that include academic skills, as well as a chance to work on skills/characteristics outlined in the Learner Profile.

2C.1 Grades K-2 will provide at least one opportunity for students (individually or in groups) to develop skills outlined on the Learner Profile using either PBL, Passion Project time, or both.

2D: All grade levels will use science notebooks as one of their strategies while teaching science.

2D.1: Representatives from each grade level K-6 will continue to meet and/or receive ongoing professional development in the area of science. They will share their new knowledge and skills with their grade level team.

2E: All teachers K-5 will use the newly acquired math materials as their math program.

2E.1: All teachers K-5 will receive professional development on how to access and use the new math materials.

Budgeted Expenditures

Amount	$130,250	$150,250	
Source	LCFF	State LCFF, Federal T2	
Budget Reference	1000,2000,3000,5000	1000,2000,3000,5000	4000-4999: Books And Supplies 2A:
Budget Reference			2B:

Budget
Reference

2C:

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Academic achievement of English Learner Students will be improved. (Equity)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Priority 4D: The percentage of English Learners pupils who make progress towards English Proficiency as measured by the ELPAC (in the past CELDT) and 4E: The English Learner reclassification rate

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual LCAP survey	100% of EL students receive designated and integrated ELD on a regular basis	100% of EL students receive designated and integrated ELD on a regular basis	100% of EL students receive designated and integrated ELD on a regular basis	3A.1: 100% of EL students receive designated and integrated ELD on a regular basis.
STAR Renaissance data	STAR Renaissance data	STAR Renaissance data	80% of EL students will be at or above 40% on the STAR in ELA and Math	3B.1: 80% of EL students will show progress on the STAR in ELA and Math.
Reclassification report	36% of EL 4th graders, 40% of EL 5th graders and 80% of EL 6th	We will maintain high reclassification rates,	Pending Data	3C.1: EL student reclassification criteria will be the same as the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	graders were reclassified.	using pending ELPAC data.		surrounding school districts. Students who meet the criteria will be reclassified.
ELPAC results	To be determined	To be determined	To be determined	3D.1: 80% of EL students will show progress on the ELPAC.
Teacher Tutor Schedules				3E.1: If there is a teacher-tutor at the grade level, students who need additional support, including EL students, will have access to that resource.
ELD Specialist Time	1.0 FTE ELD Specialist	1.0 FTE ELD Specialist	1.0 FTE ELD Specialist	3F.1: ELD specialist support will be provided by a designated teacher tutor. Support time will be to the greatest extent possible.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: English Learners
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3A. 1 Grade levels will work with the ELD coordinator to ensure that designated ELD groups are established and that ELD instruction begins by September 15, 2017. 3B. 1. Teachers will provide designated and integrated ELD, use adopted ELA and ELD materials to provide academic vocabulary, work with the ELD coordinator to track EL progress throughout the year, and use various data points e.g. ELPAC and ELD curriculum assessments 3B. 2. Have as many teacher tutors at as many grade levels as possible to support the needs of EL students. 3C.1 ELD coordinator will track and report reclassification rates on an annual basis. 3D. ELD coordinator will coordinate, track and report ELPAC implementation and progress rates.	3A. 1 Grade levels will work with the ELD coordinator to ensure that designated ELD groups are established and that ELD instruction begins by September 15, 2018. 3B. 1. Teachers will provide designated and integrated ELD, use adopted ELA and ELD materials to provide academic vocabulary, work with the ELD coordinator to track EL progress throughout the year, and use various data points e.g. ELPAC and ELD curriculum assessments 3B. 2. Have as many teacher tutors at as many grade levels as possible to support the needs of EL students. 3C.1 ELD coordinator will track and report reclassification rates on an annual basis. 3D. ELD coordinator will coordinate, track and report ELPAC implementation and progress rates.	3A.1 Grade levels will ensure that designated ELD groups are established and that ELD instruction begins by September 15, 2019, except for Kindergarten who will begin ELD groups after they go to the full day. 3B. 1. Teachers will administer the Star Reading and Math assessments per the assessment calendar. Teachers will report the results of their EL and reclassified EL students after each administration of the assessment. 3C.1: Using agreed upon reclassification criteria, Peabody will track progress and reclassify annually those students that meet the criteria for reclassification. 3D.1: Peabody will coordinate, track and report ELPAC implementation and progress rates. 3E.1: Peabody will hire as many teacher-tutors as the budget allows to support pupil achievement, including English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$115,000	346,500	285,200
Source	LCFF, Title I, III	LCFF, Title I, III	LCFF, Title I, III
Budget Reference	1000,3000,4000	(6.5 TT, ELD, Wonders) 1000,3000,4000	1000-1999: Certificated Personnel Salaries 3000 Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

All students will participate in the "whole child" approach at Peabody. This approach couples rigorous academics with rich extra-curricular activities. (Equity; Instruction; Curriculum)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Peabody believes in a rich, well-rounded program to allow for a whole child approach. Peabody believes that students should be provided with a wide variety of academic and enrichment programs so that they can find school interesting and compelling in multiple ways.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kindergarten-6th grade school wide drama/dance classes	100% of students K-6 participate in the performing arts programs	100% of students K-6 participate in the performing arts programs	100% of students K-6 participate in the performing arts programs	4A.1: 100% of students K-6 will participate in the performing and visual arts programs
Kindergarten-6th school wide PE classes	100% of students K-6 participate in the PE program	100% of students K-6 participate in the PE program	100% of students K-6 participate in the PE program	4B.1: 100% of students K-6 will participate in the PE program

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP survey	100% of students K-6 have an experience in the kitchen	100% of students K-6 have an experience in the kitchen	100% of students K-6 have an experience in the kitchen	4C.1: 90% of students K-6 will have an experience in the kitchen
LCAP Survey				4D.1: 100% of students will learn to self-regulate and deepen executive functioning skills through the use of mindfulness techniques.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4A. 1 All students have drama and dance to the greatest extent possible. 4A.2 All students participated in PE classes. 4B.1 All students have a cooking experience related to a curricular program. 4B.2 Students are taught, and practice, regular mindfulness techniques. 4C.1 Smarter Balance given in grades 3-6, school based formative/summative assessments. 4C.2. GATE testing given annually in January/February; GATE proctor contracted	4A. 1 All students will have drama and dance and ceramic art to the greatest extent possible. 4A.2 All students will participate in PE classes. 4B.1 All students will have a cooking experience related to a curricular program. 4B.2 Students will be taught, and practice, regular mindfulness techniques. 4C.1 Smarter Balance will be given grades 3-6, as well as other school based formative/summative assessments. 4C.2. GATE testing will be given annually in Fall; GATE proctor to be contracted	4A. 1 All students will have Performing arts and ceramic art to the greatest extent possible. 4B.1 All students will participate in PE classes. 4C.1 90% of students will have a cooking experience related to a curricular program. 4D.1 Students will be taught, and regularly practice mindfulness techniques.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$135,000	$182,500	161,239
Source	LCFF	LCFF	LCFF
Budget Reference	1000,2000,3000,5000	1000,2000,3000,5000	2000,3000,5000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

All parents, with an emphasis on parents of unduplicated pupils and special needs students, will provide input on school priorities, and will be encouraged to positively engage in volunteering and participating in school wide activities. (Equity, Culture & Climate, Family & Community)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

A strong school-to-home connection has shown to increase student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Surveys Meeting Notes Minutes	Parents provide input via: • CHKS • Parent-Teacher-Student Organization (PTSO) • Podemos (EL parent) • Site Council • Board of Directors	Parents provide input via: • CHKS • Parent-Teacher-Student Organization/PTSO • Podemos (EL parent) • Site Council • Board of Directors	Parents provide input via: • CHKS • Parent-Teacher-Student Organization/PTSO • Podemos (EL parent) • Site Council • Board of Directors	5A.1: Parents provide input via: • CHKS • Parent-Teacher-Student Organization/PTSO • Podemos (EL parent) • Board of Directors

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Foundation Committee • PPE Committee • Other school events	• Foundation Committee • PPE Committee • Other school events	• Foundation Committee • PPE Committee • Other school events	• Foundation Committee • PPE Committee • Other school events
Volunteer Breakfast Volunteer Tracking	Families support their children in school through direct engagement with classroom and school wide events.	Families support their children in school through direct engagement with classroom and school wide events.	Families will support their children in school through direct engagement with classroom and school wide events. Parents will be expected to volunteer for at least three hours a month.	5B.1: Families will support their children in school through direct engagement with classroom and school wide events. Parents will be encouraged to volunteer for at least three hours a month.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parents will provide input on school priorities through surveys, parent meetings, and various parent committees- School Site Council, Podemos, PTSO, Board of Directors, etc. Provide a school wide list of events at registration, so parents can be informed of, and sign up for, events that interest them.	Provide a school wide list of events at registration, so parents can be informed of, and sign up for, events that interest them.	5A.1: Peabody will utilize ParentSquare, the website, and the Thursday Folder (home/school paper communication) to inform parents of ways to provide input and participate in the school. 5B.1: Provide a school-wide list of events at registration so parents can be informed of, and sign up for, events that interest them.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	$25,000	$25,750
Source		LCFF	LCFF
Budget Reference		1000,2000,3000,4000	1000,2000,3000,4000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

School will maintain high levels of average daily attendance and low levels of chronic absenteeism. (Equity, Culture & Climate, Family & Community)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Positive school attendance is linked to higher student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Reports and Dashboard data	Peabody maintained a daily attendance rate of 95% or higher	Peabody maintained a daily attendance rate of 96.2%	Peabody will maintain a daily attendance rate of 95% or higher	6A.1: Peabody will maintain a daily attendance rate of 95% or higher.
Attendance Reports and Dashboard data	Peabody worked to maintain a chronic absenteeism rate of 5% or lower.	Peabody maintained a chronic absenteeism rate of 5.6%.	Peabody will maintain a chronic absenteeism rate of 5% or lower.	6B.1: Peabody will maintain a chronic absenteeism rate of 5% or lower as reported on the school's CA Dashboard.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6A and 6B.1: Parents were notified annually regarding the importance of attending school. 6A and 6B.2: Parents were notified annually about the importance of not planning family vacations during school time. 6A and 6B.3: Monthly Attendance reports were completed and monitored, including	6A and 6B.1: Parents were notified annually regarding the importance of attending school. 6A and 6B.2: Parents were notified annually about the importance of not planning family vacations during school time. 6A and 6B.3: Monthly Attendance reports were completed and monitored, including	6A.1 and 6B.1: Parents will be notified annually regarding the importance of attending school. 6A.1 and 6B.1: Parents will be notified annually about the importance of not planning family vacations during school time. 6A.1 and 6B.1: Monthly Attendance reports were completed and monitored,

| independent study contracts when appropriate. | independent study contracts when appropriate. | including independent study contracts when appropriate.
6A.1 and 6B.1: Families and staff will be encouraged to complete an independent study contract for planned absences. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$70,000	$71,400
Source	LCFF	LCFF	LCFF
Budget Reference	2000,3000	2000,3000	2000,3000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 7

Peabody will remained focused on a positive school climate (Equity, Community, Professional Learning)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Positive school climate is linked to higher student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Office Reports	Peabody has very low levels of school suspensions (<1%) through use of positive behavior management. Expulsion is used only as a last resort or when there is continued, clear and present safety issues.	Peabody has very low levels of school suspensions (<1%) through use of positive behavior management. Expulsion is used only as a last resort or when there is continued, clear and present safety issues.	Peabody will continue to maintain systems that align with positive behavior management. We will be continuing to add more strategies as we implement the school wide program of Responsive Classroom. Expulsion is used only as a last resort or when there is continued, clear	7A.1: Peabody will continue to maintain systems that align with positive behavior management.

7B.1: Peabody will continue to deepen our understanding and use of the school wide program of Responsive Classroom. |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			and present safety issues.	7C1: Expulsion is used only as a last resort or when there is continued, clear and present safety issues.
Surveys	Reported sense of school safety by 5th/6th grade students, parents and staff is for 5th grade students is 87%, 90% for 6th grade students. 94% of parents report a sense of safety at school and 100% of teachers agree or strongly agree that the campus is a safe place for all.	Reported sense of school safety by 5th/6th grade students, parents and staff is for 5th grade students is 87%, 90% for 6th grade students. 94% of parents report a sense of safety at school and 100% of teachers agree or strongly agree that the campus is a safe place for all.	We will continue to strive to create a campus where 90% or higher of students, staff and parents report feeling school is safe for all.	7D.1: We will continue to strive to create a campus where students, staff, and parents report that there are understood plans, procedures, and resources that lead to feelings of being safe at school.

Planned Actions / Services

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

Action 1

All	All Schools
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

[Add Students to be Served selection here]	Schoolwide	All Schools
	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Unchanged Action	Modified Action	
		7A.1: Staff will seek out professional development opportunities to keep current on effective systems that promote positive behavior management. 7B.1: Peabody will establish a staff person as a Responsive Classroom trainer who will be able to support and deepen our school-wide understanding and use of the RC approach. 7C.1: Administration will use expulsion only when required by ed code, or when the situation presents a clear and present safety issue for the community. 7D.1: Peabody will use survey data from grades 5 & 6 to determine a percentage of those that believe/feel that there are understood plans, procedures, and resources that lead to feelings of being safe at school.

Budgeted Expenditures

Amount	$600	$900	$2,500
Source	LCFF	LCFF	State LCFF, Federal T2
Budget Reference	2000,3000,4000	2000,3000,4000	1000,2000,3000,4000,5000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$589,091	9.96%

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

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

Based on projections, services for low socio-economic students, English Learners, and foster youth will increase. All of these subgroups will receive services including Designated and Integrated ELD, school wide positive behavior support of Responsive Classroom approach, K-5 ELA Wonders program implementation, K-5 Bridges math program, Mindfulness, and work toward the skills and characteristics on the Learner Profile. Small group intervention by a credentialed teacher tutor at as many grade levels as possible will also be available. Additional technology and intervention programs will also be explored.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$575,908	10%

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

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

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

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

        (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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