

**Introduction:**LEA: [42-76786-6045918](https://www.peabodycharter.org/)Contact (Name, Title, Email, Phone Number): [Demian Barnett, Superintendent/Principal, dbarnett@peabodycharter.org](mailto:dbarnett@peabodycharter.org)LCAP Year: [2016-2017](#)***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>1. How have applicable stakeholders been engaged and involved in developing, reviewing, and supporting the implementation of the LCAP?</p> <ul style="list-style-type: none"> <li>• Parents meet on several afternoons between Sept. and January 2016 to review data and set goals.</li> <li>• Staff reviewed data during staff meetings (Before school, after first and second conference periods).</li> <li>• Information was shared utilizing school-wide committees such as PTSO committee, Site Council, and Podemos (Spanish).</li> <li>• 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.</li> <li>• Summary information was shared with all parents via a survey that then asked parents to respond and provide input. (in both English and Spanish)</li> <li>• Information was shared and input solicited from the Student Council.</li> </ul> <p>3. The information made available includes.</p> <ul style="list-style-type: none"> <li>• Report card data.</li> <li>• CELDT Scores</li> <li>• Reclassification data and process explanation.</li> <li>• California Health Kids Survey data</li> <li>• Attendance</li> <li>• Discipline</li> <li>• Budget and fundraising data</li> <li>• Survey Data</li> </ul> <p>Data was made available in the meetings such as Site Council, several town hall meetings, Podemos meetings (parents of English Learners), public Board meetings, and staff meetings.</p> <p>4. Changes were made to the LCAP as information was collected. These changes are best summarized in the next column (“Impact on LCAP”). Changes were then reviewed at the May 12, 2016 and June 16, 2016 Board of Directors meetings.</p>	<p>Input from the applicable stakeholders both confirmed that current goals remain priorities, as well as identified perceived new needs. These newly identified needs have been incorporated in to this Local Control Accountability Plan. <u>Goals and/or actions that were confirmed and validated from the 2015-16 LCAP as still being priorities during specific meetings include:</u></p> <p><i>Conditions of Learning:</i></p> <ul style="list-style-type: none"> <li>• Continued support of our English Learners through rigorous ELD lessons and after school support.</li> <li>• Continued refinement of classroom-based Performance Tasks (PT) aligned to CCSS.</li> <li>• Use of house-made Common Formative Assessments (CFA) in the area of math and language arts.</li> <li>• Continue with Mindfulness training for all.</li> </ul> <p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>• Create a system to track and monitor volunteer time.</li> </ul> <p>Other current goals also remain priorities, they just didn’t come up as extended topics of discussion during stakeholder engagement. For example, everyone accepted that physical education for all was a given, so it wasn’t an item that was discussed in the way the goals above were.</p> <p><u>Goals and/or actions that were confirmed and validated as potential new areas of focus include:</u></p> <p><i>Conditions of Learning:</i></p> <ul style="list-style-type: none"> <li>• Implement the Learner Profile across the whole school.</li> <li>• Adopt a new literacy program for K-2.</li> <li>• Continued training in the area of Project Based Learning (3-6)</li> <li>• Continued focus on science K-5 using the FOSS system.</li> <li>• Refine Peabody’s pyramid of interventions to better support and monitor all students.</li> <li>• Increase ELD Specialist to 100% from 50%.</li> <li>• Improve communication by keeping the website up-to-date.</li> <li>• Evaluate the possible use of the Kindergarten Student Entrance Profile (KSEP)</li> <li>• Explore ways to bring back vocal music.</li> </ul> <p><u>Goals and/or actions that were suggested for revision or</u></p>

<p>5. To engage parents of English-Learners the school utilized representatives from the English Learner Advisory Committee known as “Podemos,” as well parent-meetings with translation available.</p> <p>6. The school engaged the student council who represent grades 4-6 for input on the LCAP.</p> <p>7. The school utilized school-wide parent meetings to capture feedback from the parents of low socio-economic students and foster youth.</p>	<p><u>postponement include:</u></p> <ul style="list-style-type: none"> <li>• Having a full-time science specialist.</li> <li>• Resurfacing the blacktop</li> </ul>
<p><b>Annual Update:</b> Last year, Peabody Charter School engaged our community on many levels. As reported last year, to involve stakeholders in the development and support of the LCAP, the school:</p> <ul style="list-style-type: none"> <li>• We held meeting with our English Language Advisory group called “Podemos.”</li> <li>• We met with our School Site Council, which includes representatives from the parents and staff.</li> <li>• We held a parent night that invited parents from English Learners, Free/Reduced Lunch participants, and foster youth.</li> <li>• We met with the Parent, Teacher, Student Organization (PTSO)</li> <li>• We met with staff during regular scheduled staff meetings</li> <li>• We conducted a survey to the community at large, just in case they missed one of the meetings above.</li> <li>• We shared information via ParentSquare, our school-to-home communication system.</li> <li>• We discussed the LCAP with both bargaining organizations.</li> <li>• All meetings took place prior to the writing of the LCAP, and in this way, inclusion of feedback was timely.</li> <li>•</li> </ul> <p>The information that was shared with the stakeholders was as follows:</p> <ul style="list-style-type: none"> <li>• State assessment data – California Standards Tests in ELA and math <ul style="list-style-type: none"> <li>○ Data was broken down by subgroups.</li> </ul> </li> <li>• CELDT scores</li> <li>• Reclassification of English Learners data</li> <li>• School connectedness data</li> </ul>	<p><b>Annual Update:</b> After engaging our stakeholders via several meetings and presentations, Peabody was able to identify several areas of focus for the 2016-17 LCAP plan. These foci included:</p> <ol style="list-style-type: none"> <li>1. Do not lose focus on closing the achievement gap, especially for our English Learners during this time of transition to the Common Core. The school must continue to develop programs and approaches to addressing the performance of our English Learners and students who are low-socio economic status.</li> <li>2. Be sure to focus on implementing the Learning Profile .</li> <li>3. Maintain focus on the whole child.</li> <li>4. Continue efforts to build a strong school community that is nurturing and supportive. Education around bullying – both in the physical and virtual world – needs to continue.</li> <li>5. Continue to work on school facilities. Work with the District to improve both outside and inside learning and playing areas.</li> <li>6. As the budget begins to flatten or even decline, be thoughtful and cognizant of how to maintain key programs as resources potentially begin to dwindle.</li> </ol>

- Attendance
- Suspension/Expulsion
- Annual Parent Survey

3. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the school through any of the school's engagement processes?

- Data was shared with all constituent groups prior to the writing of the LCAP so that input was used from the very beginning of the process.

4. Actions taken to engage with parents of English Learners, economically disadvantaged or foster youth:  
Representatives of pupils identified in Education Code section 42238.01 were represented in the many meetings listed above.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The Charter LCAP is a one-year plan for the upcoming school year. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL 1:</b>	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Goal 1A: Conditions of Learning, Basic: Teachers credentialed and assigned appropriately. Goal 1B: Conditions of Learning, Basic: Pupils have access to materials aligned to the state adopted standards. Goal 1C: Conditions of Learning, Basic: School facilities are maintained in good repair.
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<b>Goal Applies to:</b>	<b>Schools:</b> Peabody Charter School <b>Applicable Pupil Subgroups:</b> All
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**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Goal 1A: 100% of all classroom teachers are appropriately credentialed and assigned. Goal 1B: 100% of K-6 students will use materials aligned to the state standards. Goal 1C: Maintain school facilities in good repair.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Goal 1A:</b> 1. Review and insure any new hires have proper credentials, including special education staff. 2. Annual review of class assignment and credential status.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Goal 1A.1 & 2: HR Director \$54,000
<b>Goal 1B:</b> 1. 100% of students will use state standard aligned materials. 2. Grades levels will modify and/or design, and then use and record, two (2) performance tasks aligned to state standards.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Goal 1B.1: Summer Institute (3 days) \$25,000 Goal 1B.2: PLC Time created by PE time \$125,000
<b>Goal 1C:</b> 1. Install up to two (2) single post shade structures on the Kindergarten yard. 2. Explore ways to measure and record classroom temperatures over time.	Schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Goal 1C.1: \$11,000 Goal 1C.2: \$500

<b>GOAL 2:</b>	<p>A: All instruction and curriculum, including ELD and science, will be aligned to state standards.</p> <p>B: All students will take a beginning, middle, and end of year common formative assessment in math and ELA.</p>	<p>Related State and/or Local Priorities:  1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__  COE only: 9__ 10__  Local : Specify _____</p>
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<b>Identified Need :</b>	<p>Goal 2A: Conditions of Learning, Implementation of State Standards</p> <p>Goal 2B: Conditions of Learning, Implementation of State Standards</p>
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<b>Goal Applies to:</b>	<p>Schools: Peabody Charter School</p> <p>Applicable Pupil Subgroups: All</p>
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**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<p>Goal 2A: All instruction and curriculum, including ELD, will be aligned to state standards.</p> <p>Goal 2B: All students will take a beginning, middle, end of year common formative assessment in math and ELA.</p> <p>Goal 2C: At least four (4) science units will be aligned to state approved science standards.</p> <p>Goal 2D: Create at least one (1) project based learning unit that meets the gold standard in grades 3-6.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal 2A:</p> <p>2A.1. Continue to use teacher release time to identify, review, and modify curriculum to assure that it is standards aligned.</p> <p>2A.2. Purchase a new ELA/ELD literacy program for grades K-2.</p> <p>2A.3. Increase ELD Specialist time to 100% to support teachers and students.</p>	Schoolwide	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>Goal 2A.1: \$175,000 for specials courses that provide teachers with release time in school day.</p> <p>Goal 2A.2: \$79,000</p> <p>Goal 2A.3: \$50,000</p>
<p>Goal 2B:</p> <p>2B.1. Use summer institute time to complete/modify beginning of year CFA in math and ELA.</p> <p>Goal 2C:</p> <p>2C.1. Science committee will have one (1) release day to meet and plan new science units.</p> <p>2C.2. Science committee will have a budget to obtain the next FOSS module.</p> <p>Goal 2D:</p> <p>2D.1 Hire a consultant to train 3-6 teachers on Project-based Learning (PBL) unit design.</p>	Schoolwide	<p><u>X</u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>Goal 2B.1: \$25,000</p> <p>Goal 2C.1: \$4000</p> <p>Goal 2C.2: \$12,500</p> <p>Goal 2D.1: \$11,000</p>



<b>GOAL 4:</b>	All students will participate in the “whole child” approach at Peabody. Whole child couples rigorous academics with rich extra-curriculars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Peabody believes in a rich, well-rounded program to allow for a whole child approach.
<b>Goal Applies to:</b>	<b>Schools:</b> Peabody Charter School <b>Applicable Pupil Subgroups:</b> All

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	4.1 All students will participate in the performing arts program. 4.2 All students will have an experience in the kitchen emphasizing nutrition and seasonal cooking. 4.3 All students will participate in the dedicated PE program. 4.4 All students will be taught and practice, techniques to reduce stress, improve focus, and increase a positive sense of self. 4.5 School-wide 70% of students will be performing at grade level in ELA and math. 4.6 All 2 <sup>nd</sup> grade students will be tested for GATE. 4.7 School will develop rubrics to monitor student progress toward Learner Profile skills.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1A School will maintain it’s programs in drama and dance. 4.1B: Vocal music will be explored as an addition to the program. 4.2A: Grade levels will coordinate with the Cafeteria Manager to have a cooking experience linked to a curricular program. 4.3A: All students will participate in PE. 4.4A: Students will be taught, and practice, mindfulness techniques during the year.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	4.1A: \$85,000 4.1B: \$TBD 4.2A: \$0 4.3A: \$125,000 4.4A: \$5000 4.5: \$125,000 4.6: \$2000 4.7: \$22,000
4.5 Data will be collected from report cards to determine how many students are at grade level in math and ELA school-wide. 4.6 2 <sup>nd</sup> graders will take the district GATE test. 4.7 School will hire a consultant to help develop assessments around the Learner Profile.		<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

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 events.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : A strong school-to-home connection has been shown to increase student achievement.

Goal Applies to: Schools: Peabody Charter School

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: 5A: Parents will provide input regarding school priorities.  
5B: Families will support their children in school through direct engagement with classroom and school-wide activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A: Parents will provide input on school priorities through surveys, parent meetings, and various parent committees – School Site Council, Podemos, Parent-Teacher Organization, GATE committee, etc. 5B.1: Seek a parent-volunteer coordinator to improve matching school-need and parent skill/interest. 5B.2: Identify an efficient way to track volunteer hours so that they can be recognized at the volunteer breakfast. 5B.3: Provide a list of school-wide events during registration so that parents can sign up for events that interest them.	School-wide	<input checked="" type="checkbox"/> ALL	5A: \$500 5B: \$0 5B.2: \$0 5B.3: \$0
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
		<input type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

<b>GOAL 6:</b>	School will maintain high levels of daily attendance and low levels of chronic absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Positive school attendance is linked to higher student achievement.
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<b>Goal Applies to:</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Schools:</b></td> <td>Peabody Charter School</td> </tr> <tr> <td><b>Applicable Pupil Subgroups:</b></td> <td>All</td> </tr> </table>	<b>Schools:</b>	Peabody Charter School	<b>Applicable Pupil Subgroups:</b>	All
<b>Schools:</b>	Peabody Charter School				
<b>Applicable Pupil Subgroups:</b>	All				

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	6A: Peabody will work to maintain a daily attendance rate of 95% or higher. 6B: Peabody will work to maintain a chronic absenteeism rate of 3% or lower.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A&B.1: Parent will be notified annually regarding the importance of attending school. 6A&B.2: Parents will be notified annually about the importance of not planning family vacations during school time. 6A&B.3: Monthly attendance reports will be completed and monitored, including independent study contracts when appropriate.	School-wide	<input checked="" type="checkbox"/> ALL	6A&B: \$0
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
		<input type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

GOAL 7:	Peabody will remain focus on a positive school climate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Positive school climate is linked to higher student achievement.
Goal Applies to:	Schools: Peabody Charter School
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	7A: Maintain low levels of out of school suspensions through use of positive behavior management. 7B: Use expulsion only as a last resort or when there is continued clear and present safety issues. 7C: Increase reported sense of school connectedness by students, staff, and parents. Goal: 85%. 7D: Increase reported sense of school safety by students, staff, and parents. Goal: 90%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A: Admin will conduct a review of suspension data twice a year. 7B: Admin will conduct a review of expulsion data twice a year. 7B.1 Choose a different survey tool than Healthy Kids Survey. 7C: Conduct annual school effectiveness survey. 7D: Conduct annual school effectiveness survey. 7E: Continue to teach anti-bullying and executive function/character skills.	School-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	7A&B: \$0 7C&D: \$100

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Peabody Charter School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Goal 1A: 100% of all classroom teachers are appropriately credentialed and assigned. Goal 1B: 100% of K-6 students will use materials aligned to the state standards. Goal 1C: Maintain school facilities in good repair.	Actual Annual Measurable Outcomes:	Goal 1A: Met Goal 1B: Partially Met Goal 1C: Partially Met
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p>Goal 1A:</p> <ol style="list-style-type: none"> <li>Review and insure any new hires have proper credentials, including special education staff.</li> <li>Annual review of class assignment and credential status.</li> </ol> <p>Goal 1B:</p> <ol style="list-style-type: none"> <li>100% of students will use state standard aligned materials.</li> <li>Grades levels will modify and/or design two (2) performance tasks aligned to state standards.</li> </ol> <p>Goal 1C:</p> <ol style="list-style-type: none"> <li>Improve playing field.</li> <li>Resurface blacktop area.</li> <li>Repair floor in Room B.</li> <li>Create a furniture needs assessment.</li> <li>Continue to explore options for shade.</li> </ol>	<p>Goal 1A.1 &amp; 2: HR Director \$54,000 Goal 1B.1: Materials budget \$25,000 Goal 1B.2: Release time \$15,000 Goal 1C.1: \$20,000; Goal 1C.2: \$15,000; Goal 1C.3: TBD; Goal 1C.4: \$0.</p>	<p>1A.1&amp; 2: This is complete. The HR director and Principal made sure that everyone has proper credentialing and is placed appropriately. We only have one (SPED) teacher who is working on obtaining their preliminary credential (they currently have an emergency credential). 1B.1: 100% of students are using materials to achieve goals set by the new standards. This might mean using some older materials in new ways. More often than not, however, it means that the teacher and their team have created/found the best materials. 1B.2: This goal is incomplete. We continue to work on developing perf. tasks. 1. The field has been approved. This is complete. 2. We were unable to resurface the blacktop area because the District did not allocate funds that could be used to match PCS funds to complete the job. 3. Room B was repaired. This is complete.</p>	<p>Goal 1A.1 &amp; 2: HR Director \$54,000 Goal 1B.1: Materials budget \$25,000 Goal 1B.2: Release time \$15,000 Goal 1C.1: \$20,000; Goal 1C.2: \$15,000; Goal 1C.3: \$6000; Goal 1C.4: \$0.</p>

		4. We still do not have a furniture needs assessment. 5. We have made progress on a shade structure for the Kindergarten yard.		
Scope of service:	School-Wide	Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Maintain goals 1A, 1B, and 1C. They are still relevant. We still need a furniture assessment. We still need to complete the Kindergarten shade structure project. Continued focus on performance task development is suggested.		

Original GOAL 2 from prior year LCAP:	A: All instruction and curriculum, including ELD, will be aligned to state standards, including science. B: All students will take a beginning and end of year common formative assessment in math and ELA.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Peabody Charter School Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Goal 2A: All instruction and curriculum, including ELD, will be aligned to state standards. Goal 2B: All students will take a beginning and end of year common formative assessment in math and ELA. Goal 2C: At least two (2) science units will be aligned to state approved science standards. Goal 2D: Create, refine, or modify two (2) performance tasks to be given during the year.	Actual Annual Measurable Outcomes: Goal 2A: Met Goal 2B: Met Goal 2C: Met Goal 2D: Met

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 2A: 1. Continue to use teacher release time to identify, review, and modify curriculum to assure that it is standards aligned. 2. Send a team to the publishers fair for ELA materials. 3. If suitable materials are found, pilot ELA/ELD curriculum for grades K-2. Goal 2B: 1. Use summer institute time to complete/modify beginning of year CFA in math and ELA. Goal 2C: 1. Science committee will have two (2) release days to meet and plan new science units. 2. Science committee will have a budget to obtain need materials and equipment. 3. A credentialed science specialist will be considered to support the experience in the science lab. Goal 2D:	Goal 2A.1: \$175,000 for specials courses that provide teachers with release time in school day. Goal 2A.2 & 3: \$TBD Goal 2B.1: \$21,000 (LCFF). Goal 2C.1: \$9,000 (one-time) Goal 2C.2: \$5000 (one-time) Goal 2C.3: \$30,000 (one-time)	1. This continues to happen. 2. We sent a team to the publisher's fair. 3. We did identify materials to pilot and are currently piloting in grades K-5. 1. Time was spent during the summer institute to build at least one (1) common formative assessment (CFA) in math. Agreement to work on others throughout the year. 2. The science committee has met. Release days were used to provide training in FOSS – the new science curriculum we are going to use. 3. It was decided that we would not bring on a credentialed specialist until we had a stronger understanding of how that position would support teachers and the use of the FOSS materials.	Goal 2A.1: \$175,000 for specials courses that provide teachers with release time in school day. Goal 2A.2 & 3: \$200 Goal 2B.1: \$21,000. Goal 2C.1: \$9,000 Goal 2C.2: \$5000 Goal 2C.3: \$0
Scope of service:	School-Wide	Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a	Continue to support PLC release time with PE and other specials. Purchase new K-2 ELA/ELD curriculum that was first seen at the publisher's fair.		

result of reviewing past progress and/or changes to goals?

Continue to use new science units from FOSS.  
Shelve the idea of a science specialist for another time.

Original GOAL 3 from prior year LCAP:

Academic achievement of English Learner students will be improved.

Related State and/or Local Priorities:  
1\_\_ 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_  
COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

Goal Applies to: Schools: Peabody Charter School  
Applicable Pupil Subgroups: English Learners

Expected Annual Measurable Outcomes:

3A: All EL students will receive dedicated and integrated ELD on a regular basis.  
3B: Two (2) formative assessments will be used to track progress in ELA and math.  
3C: Within five years of instruction at Peabody, 40% of English Learners will be at grade level or above in the areas of math and ELA as measured by SRI, DIBELS, and a agreed upon math assessment.  
3D: 40% English Learners will reclassified as Redesignated English Proficient within five years of instruction at the school.  
3E: 60% English Learners will show growth on the CEDLT until they are redesignated.

Actual Annual Measurable Outcomes:

3A: Met  
3B: Met  
3C: Met – 45% at grade level in ELA; 63% in math  
3D: Partially Met – 46% of EL’s with no IEP; 35% if we include IEP students.  
3E: Met – 84% showed growth as measured by CELDT.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3A.1: Designated ELD groups will be established, and classes will begin within the first three weeks of school.</p> <p>3A.2: A part-time ELD teacher will be hired to help grade levels designate and monitor ELD groups at each grade level.</p> <p>3B.1: Grade level teams, working with the ELD Coordinator, will development, give, and analyze the results of at least two (2) formative assessments in ELA and math. Initial work will happen during the summer institute. Ongoing analysis will happen during grade level release time.</p> <p>3C.1: Teachers will continue to use the Kinsella approach to academic vocabulary and conversations. Buy Kinsella workbooks.</p> <p>3C.2: Attend publishers fair for new ELA/ELD program. Pilot program.</p> <p>3C.3: If suitable materials are found, pilot ELA/ELD curriculum for grades K-2.</p> <p>3C.4: Have a credentialed Teacher-Tutor at each grade level to support the needs of EL students.</p> <p>3C.5: Pilot the Lexia Reading Program on the iPad in grades K-2.</p> <p>3C.6: A credential Teacher-Tutor will be hired for each grade level to provide intervention and support.</p> <p>3D.1: ELD Coordinator will track and report reclassification rates on an annual basis.</p> <p>3E.1: ELD Coordinator will track and report progress on the CELDT.</p>	<p>3A.1: \$0</p> <p>3A.2: \$41,852</p> <p>3B.1: \$21,000</p> <p>3C.1: \$15,000</p> <p>3C.2: \$TBD</p> <p>3C.3: \$TBD</p> <p>3C.4: \$210,000</p> <p>3C.5: \$5000 for software; \$36,000 for hardware</p> <p>3C.6: \$210,000</p> <p>3D.1: \$41,852</p> <p>3E.1: \$41,852</p>	<p>3A.1: This has been completed.</p> <p>3A.2: This has been completed.</p> <p>3B.1: This has been completed.</p> <p>3C.1: This has been completed.</p> <p>3C.2: This has been completed.</p> <p>3C.3: This has been completed and expanded to K-5</p> <p>3C.4: This has been completed.</p> <p>3C.5: This has been completed.</p> <p>3C.6: This has been completed.</p> <p>3D.1: This has been completed.</p> <p>3E.1: This has been completed.</p>	<p>3A.1: \$0</p> <p>3A.2: \$41,852</p> <p>3B.1: \$21,000</p> <p>3C.1: \$15,000</p> <p>3C.2: \$TBD</p> <p>3C.3: \$TBD</p> <p>3C.4: \$210,000</p> <p>3C.5: \$5000 for software; \$36,000 for hardware</p> <p>3C.6: \$210,000</p> <p>3D.1: \$41,852</p> <p>3E.1: \$41,852</p>

Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increase part-time ELD specialist to full-time. Purchase integrate ELD program (with ELA) for grades K-2. Continue to support Teacher-Tutors (TT) at as many grade levels as possible. Continue with Lexia.				

Original GOAL 4 from prior year LCAP:	All students will participate in the “whole child” approach at Peabody. Whole child couples rigorous academics with rich extra-curriculars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Peabody Charter School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	4.1 All students will participate in the performing arts program. 4.2 All students will have an experience in the kitchen emphasizing nutrition and seasonal cooking. 4.3 All students will participate in the dedicated PE program. 4.4 All students will be taught, and allowed to practice, techniques to reduce stress, improve focus, and increase a positive sense of self. 4.5 School-wide 70% of students will be performing at grade level in ELA and math. 4.6 All 2 <sup>nd</sup> grade students will be tested for GATE.	Actual Annual Measurable Outcomes:	4.1: Met 4.2: Partially Met 4.3: Met 4.4 Met 4.5: Met; ELA = 73.42%; Math = 79.45% 4.6: Met
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1A School will maintain it’s programs in drama and dance. 4.1B: Vocal music will be explored as an addition to the program. 4.2A: Grade levels will coordinate with the Cafeteria Manager to have a cooking experience linked to a curricular experience. 4.3A: All students will participate in PE. 4.4A: Students will be taught, and practice, mindfulness techniques during the year. 4.5 Data will be collected from CFA’s to determine how many students are at grade level in math and ELA school-wide. This will happen during release time. 4.6 2 <sup>nd</sup> graders will take the district GATE test.	4.1A: \$85,000 4.1B: \$TBD 4.2A: \$0 4.3A: \$125,000 4.4A: \$5000 4.5: \$125,000	4.1A: Done. 4.1B: We piloted a K-3 vocal music program this year. 4.2A: Done. 4.3A: Done. 4.4A: Done. 4.5: Done 4.6: Done.	4.1A: \$85,000 4.1B: \$TBD 4.2A: \$0 4.3A: \$125,000 4.4A: \$5000 4.5: \$125,000

Scope of service:	School-Wide		Scope of service: School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Maintain the whole child approach. Continue to explore ways to bring back vocal music, even if only for a select set of grade levels. Standardize the Mindfulness practice.		

<b>Original GOAL 5 from prior year LCAP:</b>	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 events.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Goal Applies to:</b>	<b>Schools:</b> Peabody Charter School	<b>Applicable Pupil Subgroups:</b> All
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<b>Expected Annual Measurable Outcomes:</b>	5A: Parents will provide input regarding school priorities. 5B: Families will support their children in school through direct engagement with classroom and school-wide activities.	<b>Actual Annual Measurable Outcomes:</b>	5A: Met 5B: Not Met
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
	Budgeted Expenditures			
5A: Parents will provide input on school priorities through surveys, parent meetings, and various parent committees – School Site Council, Podemos, Parent-Teacher Organization, GATE committee, etc. 5B.1: Seek a parent-volunteer coordinator to improve matching school-need and parent skill/interest. 5B.2: Identify an efficient way to track volunteer hours; recognized at the volunteer breakfast. 5B.3: Provide a list of school-wide events during registration so that parents can sign up to volunteer.		5A: Done. 5B: This has not happened. 5B.2: This has not happened. 5B.3: This has not happened.		
<b>Scope of service:</b> __ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<b>English Learners</b>	<b>Scope of service:</b> __ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<b>English Learners</b>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal, and action items need to continue.
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Original GOAL 6 from prior year LCAP:	School will maintain high levels of daily attendance and low levels of chronic absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Peabody Charter School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	6A: Peabody will work to maintain a daily attendance rate of 95% or higher. 6B: Peabody will work to maintain a chronic absenteeism rate of 3% or lower.	Actual Annual Measurable Outcomes:	6A: Met 6B: Met
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6A&B.1: Parent will be notified annually regarding the importance of attending school. 6A&B.2: Parents will be notified annually about the importance of not planning family vacations during school time. 6A&B.3: Monthly attendance reports will be completed and monitored, including independent study contracts when appropriate.	\$0	6A&B.1: This happened in the registration materials. 6A&B.2: This happened in the registration materials. 6A&B.3: This is ongoing.	\$0
Scope of service:	School-Wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This remains an important goal that will be kept.
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Original GOAL 7 from prior year LCAP:	Peabody will remain focus on a positive school climate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Peabody Charter School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	7A: Maintain low levels of out of school suspensions through use of positive behavior management. 7B: Use expulsion only as a last resort or when there is continued clear and present safety issues. 7C: Increase reported sense of school connectedness by students, staff, and parents. Goal: 85%. 7D: Increase reported sense of school safety by students, staff, and parents. Goal: 90%.	Actual Annual Measurable Outcomes:	7A: Met 7B: Met 7C & D: Unknown – Peabody was dropped from the District Healthy Kids Survey without notification, so we didn’t have a data source to check.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7A: Admin will conduct a review of suspension data twice a year. 7B: Admin will conduct a review of expulsion data twice a year. 7C: Conduct annual school effectiveness survey. 7D: Conduct annual school effectiveness survey.	\$0	7A&B: This is in progress (we’ve done 1 check). 7C&D: This has not yet happened.	\$0
Scope of service: <u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: <u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Identify a new data source to replace the Healthy Kids Survey.
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**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$391,084</u>
Peabody Charter School is projecting to receive \$343,700 in supplemental Local Control Funding Funds (LCFF) in 2016-17.	
The school will continue to offer a “whole child” approach that offers a rigorous academic program coupled with a rich extracurricular and physical education program. This approach will be augmented with a variety of programs and supports specifically for English Learners, low socio-economic students, and foster youth. These programs and supports will include counseling, additional credentialed teacher-tutors to support each grade level, additional EL support in the form of an ELD Coordinator, after school support to the extent possible, and positive behavioral supports at the both the classroom and administrative level. It may also include new materials and technologies to support student learning.	
The school recognizes that while these funds are generated in order to serve the focus students, the programs will be deployed school-wide and may also serve other students in need.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Based on projections, services for low socio-economic students, English Learners, and foster youth might increase by the above percentage. Low socio-economic students, English Learners, and foster youth will receive services including both designated and integrated ELD, support from a full-time ELD specialist, and small group intervention by a credentialed teacher-tutor. Counseling services will be available to students outside of the IEP process. Additional technology and intervention programs will also be explored.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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).