

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peabody Charter School	Demian Barnett Superintendent/Principal	demian.barnett@peabodycharter.net 805-563-1172

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

In the early 1990s, a revolutionary concept called "charter schools" emerged in California. Peabody Charter School became one of the state's pioneering institutions in 1993, holding the 21st charter out of over 1,300. However, Peabody's roots in Santa Barbara date back to 1927, when it was established as Peabody Elementary on an expansive plot of land that the Frederick Forrest Peabody family sold to the Santa Barbara Unified School District for a mere $5.

From its humble origins, which included a dentist's office and a three-room hospital, Peabody has blossomed into a remarkable 34-classroom campus. The school now boasts an auditorium, stage, cafeteria, kitchen, vast fields, play areas, and the cutting-edge Pinner Family Exploration Center. This state-of-the-art facility houses a captivating science laboratory, a breathtaking library with a fireplace, an intimate amphitheater, outdoor patio seating, and a Literacy Lab, formerly the computer lab. The unwavering support of Peabody families made these impressive facilities possible.

The school's physical growth and campus enhancements are a fitting metaphor for developing an exemplary educational program. Today, approximately [ENROLLMENT] students in grades TK–6 reap the benefits of the immeasurable dedication and vision that have shaped Peabody since 1927.

Peabody's charter was renewed as a dependent charter school in 1998 and 2003, embodying the community's research, creativity, and ideas with the mission to "structure all school programs to provide an opportunity for all students to be successful life-long learners." In 2006–2007, the charter was revised and expanded to pursue autonomy, and in March 2007, Peabody Charter School achieved independent status. The

charter was renewed in 2012 for a five-year term through June 30, 2017, and then again until 2022. COVID extended that timeline until 2025. In 2025, the Santa Barbara Unified School District Board of Education renewed Peabody's charter through June 30, 2030.

In 2016, the mission statement evolved to "Peabody Charter School strives to be innovative in developing academic excellence and the full potential and well-being of each student." Peabody receives the majority of its funding directly from the state and assumes responsibility for all aspects of the school's governance and management, including administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to its diverse student population. Peabody Charter does not receive Equity Multiplier funding.

The current student body at Peabody Charter School is a vibrant tapestry. Among our 790 students in grades TK–6, 46% are Hispanic or Latino and 46% are white. The remaining 8% reflect the breadth of our community: 6% identify with two or more races, alongside students who are Asian, Filipino, and African American. Our subgroups include 11% Emerging Multilinguals (EML), 10% with an Individualized Education Program (IEP), 8% identified for Gifted and Talented Education (GATE), and 42% who qualify as socioeconomically disadvantaged. This rich diversity is a testament to the school's commitment to fostering an inclusive and equitable learning environment for all students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our dedicated staff, students, and families have worked professionally to create a supportive and engaging learning environment, and the results are truly inspiring. This includes being designated a 2023 California Distinguished School and a 2024 National Blue Ribbon School, and then again a California Distinguished School in 2025. Being recognized as a Distinguished School for two consecutive elementary review cycles is a rare honor.

Additionally, as reported on the CA Dashboard, our "Blue" suspension rate reflects our commitment to creating a safe and inclusive school environment where students can learn and grow without disruption.

Our school's "Blue" rating in Language Arts and our "Green" rating in Mathematics indicate our students' strong academic performance and mastery of these critical subjects. We have met the standards for providing our students with qualified teachers, appropriate instructional materials, and well-maintained facilities, ensuring a conducive learning environment. Our school has also met the standard for implementing academic standards, demonstrating our commitment to a rigorous and comprehensive curriculum.

Peabody’s academic achievement for the 25/26 school year places the school among the highest-performing neighborhood schools. One factor that has led to this achievement is the rigorous, research-based literacy intervention system we’ve established. This work, grounded in structured literacy, has supported students in becoming strong readers.

Our efforts to involve parents and families in their children's education and foster a strong sense of community are evident in our meeting the parent and family engagement standard.

Furthermore, our school has completed the Local Climate Survey, gathering valuable feedback from our school community to inform our ongoing efforts to improve the educational experience for our students.

We have successfully provided our students with access to our full program, enabling them to explore a range of subjects and interests.

Peabody is proud of our continued efforts to support students' social and emotional well-being. We have expanded our on-site counseling services and maintained our bilingual liaison position, enabling us to provide invaluable support to students and their families.

The state indicators for English Learner Progress and Chronic Absenteeism are Orange and Yellow this year, meaning Peabody has no "Red" indicators on the 2025 California School Dashboard. We note that English Learner Progress moved from Green to Orange this year. With a relatively small English learner population, this indicator is sensitive to year-to-year movement among a modest number of students, and Peabody is treating it as a focused area for growth. It is the central driver of the designated and integrated English Language Development, ELPAC support, and newcomer support actions described under Goal 1, which we are sustaining and strengthening in the coming year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Information and ideas were shared, and input is taken, in the following ways: 1. Parent, Teacher, Staff Organization (PTSO) meetings (simultaneously translated) 2. English Learner Advisory Council (which we call Podemos) meetings (simultaneously translated) 3. Board meetings (simultaneously translated) 4. ParentSquare digital messaging to the community (simultaneously translated) 5. Parent and Staff Surveys (translated) 6. School Committee Meetings (Leadership, Tech/Assessment, and ELD & Equity) 7. Informal conversations during grade-level meetings or with individuals	IInformation and ideas were shared, and input was gathered, in the following ways: (1) Parent, Teacher, Staff Organization (PTSO) meetings (simultaneously translated); (2) English Learner Advisory Council, which we call Podemos, meetings (simultaneously translated); (3) Board meetings (simultaneously translated); (4) ParentSquare digital messaging to the community (simultaneously translated); (5) Parent and Staff Surveys (translated); (6) School Committee meetings (Leadership, Tech/Assessment, and ELD & Equity); and (7) informal conversations during grade-level meetings and with individuals. Engagement occurred through in-person meetings, surveys, and both formal and informal conversations across the school year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback from educational partners in several ways. First, it was clear that the current goals aimed at ensuring students have the best chance of becoming strong readers as soon as possible should be maintained; this feedback is reflected in the continuation of MTSS literacy actions under Goal 1. Second, there was a desire for greater coherence within our multi-tiered system of support (MTSS) between our robust, school-controlled Tier 1 (general education) and Tier 2 and 2.5 (intervention) and our Tier 3 (special education) system, which has historically been organized by our chartering district; this feedback is reflected in the actions under Goal 6 to bring special education services in-house. Third, there was interest in strengthening mathematics instruction, reflected in the math standardization actions under Goal 1 and in professional development tied to the new California Mathematics Framework.
In addition to the feedback that directly shaped this year's goals and actions, educational partners raised two areas that Peabody is beginning to examine and expects may inform future planning. First, families expressed strong interest in the thoughtful, purposeful use of

technology and screen time, particularly questions of age-appropriateness across grade levels, consistency from classroom to classroom, and the educational purpose of instructional screen time. Second, partners expressed interest in strengthening support and enrichment for students who are performing at or above grade level. Peabody is scoping both areas through its Leadership and Tech/Assessment Committees and will consider them as it develops future plans.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement for all, with a focus on Emerging Multilingual, Special Education, and other unduplicated pupils.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Data shows that our Emerging Multilingual Learners (EML) are performing academically at lower levels than their monolingual peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR 360 - ELA (schoolwide)	65.03%	70.3%		68%	+5.27%
1.2	STAR 360 - Math (schoolwide)	58.28%	62.8%		65%	+4.52%
1.3	STAR 360 - ELA (EML)	32.0% - now includes EL, RFEP, IFEP	36.6% (this will be the new baseline)		55%	+4.6%
1.4	STAR 360 - Math (EML)	32.0% - now includes EL, RFEP, IFEP	36.8% (this will be the new baseline)		50%	+4.8%
1.5	STAR 360 - ELA (Sped)	32.31%	32.7%		44%	+0.39%
1.6	STAR 360 - Math (Sped)	24.62%	27.1%		36%	+2.48%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of the goal to use STAR data as a formative assessment continues to be effective, and there are no planned substantive differences planned for this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Peabody conducted a review of actions for Goal 1 to determine the effectiveness or ineffectiveness of each specific action. Here is the outcome of that review:
Action 1.01 – MTSS Literacy Program. This action follows from a needs analysis and is supported in part by Learning Recovery Emergency Block Grant (LREBG) funds. It continues to be effective as measured by STAR data and other specific assessment tools used by teachers, teacher-tutors, and reading specialists. It is planned to continue.
Action 1.02 – After-School Club for EL Students. This action continues to be successful, with 25–30 students in grades 4, 5, and 6 being served (for a total of 75–90 students). Students and families share that the program is meeting its goals of improved school connectedness and a greater sense of academic agency. This action is planned to continue.
Action 1.03 – Complete Literacy Training. This action was successful. As all current teachers have now been trained, the action will shift to "literacy training as needed" to account for staff new to Peabody who have not yet been trained.
Action 1.05 – Formative Assessments. This action is effective and will be continued.
Action 1.07 – Designated ELD. Designated ELD began by September 15, 2025; this was effective and will be maintained.
Action 1.08 – Teacher Tutor Support. This action is effective and will be maintained.
Action 1.09 – Math Fact Standardization. This action was not completed in either of the past two school years, as the implementation demands of the school's literacy work consumed the available staff and committee capacity. It is carried into 2026–27, where it will be anchored to Peabody's new schoolwide professional development on the California Mathematics Framework, giving it dedicated time and a clear instructional home it previously lacked.
Action 1.10 – Math Intervention Standardization. As with Action 1.07, this action was not completed in the past two years due to competing literacy priorities. It is carried into 2026–27 and connected to the Mathematics Framework professional development, which provides the structure and protected time needed to move it from intention to implementation.
Action 1.11 – Support EML "Newcomers." This action was effective; with potentially growing numbers of newcomers, Peabody is seeking to expand its capacity to support these students.
Action 1.12 – Disaggregate EML Data to the Student Level. This was attempted using a data warehouse purchased this year. The software has not performed as promised, and Peabody is seeking to end the contract and achieve this aim by other means. This action will continue.

Action 1.13 – Additional Support for ELPAC. This is an ongoing action as Peabody seeks to increase its capacity to administer the ELPAC. This action will continue.
Action 1.14 – Maintain ELPAC Support. This action is effective. Peabody students have shown improved passing rates due to this support. This action will continue.
Action 1.15 - Math PD - Create a school-wide PD plan to familiarize ourselves with the new math framework.
Action 1.16 - Grades 4-6 Intervention will be more closely integrated with other academic content.
Action 1.17 - Math Enrichment - Students who enjoy and show a willingness to engage in additional, high level mathematics will be provided support.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes for this planned goal, metrics, or target outcomes. The only changes to actions are the ones that have been completed (and will be removed) or ones that will be dropped due to a change in organizational focus and priorities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain MTSS Literacy Program	Use of LREBG funds to maintain prior progress on Tier 1 and Tier 2 & 2.5 Literacy Support	$171,610.00	Yes
1.2	After School EML Club in Grades 4-6	Sustain an after school EML Club (PACE) to Increase Student and Family Agency within the School System.	$13,000.00	Yes
1.3	Literacy Training Maintenance	Training in Language Essentials for Teachers of Reading and Spelling (LTRS) will be provided for new faculty who haven't been trained.	$20,000.00	No
1.5	Formative Assessments	Continue to use teacher release time, late start Friday morning time, PD time, and/or release time to give all students formative assessments throughout the school year, as well as analyze the results.	$283,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Designated ELD will begin by September 15, 2025.	Teachers will provide designated and integrated ELD and work with the ELD coordinator to track EL progress throughout the year, using various data points (i.e. ELPAC and ELD curriculum assessments).	$71,046.00	Yes
1.8	Teacher Tutor Support	Have as many teacher-tutors at as many grade levels as possible to support the needs of students.	$558,000.00	Yes
1.9	Math Fact Standardization	Leadership Committee will review math scope, sequence, and materials used to develop math facts.	$5,000.00	No
1.10	Math Intervention Standardization	Leadership will review how math intervention will be handled across the grade levels.		No
1.11	Support EML "newcomers"	Academic and social-emotional support students attending Peabody who have been in the country less than 12 months.	$5,000.00	Yes
1.12	Disaggregate EML data down to the student	Closely review data on EML progress, ELD implementation, reclassification procedures, and more down to the individual student level.	$72,011.00	Yes
1.13	Additional support for ELPAC	Increase the number of staff trained to administer the ELPAC test	$3,500.00	Yes
1.14	Maintain ELPAC support	Continue to provide students with ELPAC "chats" and test overview preparation.		Yes
1.15	Math PD	Create a school-wide PD plan to familiarize ourselves with the new math framework	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Grades 4-6 Tier 2 Intervention Adjustment	Grades 4-6 Intervention will be more closely integrated with other academic content	$15,000.00	Yes
1.17	Action 1.17 - Math Enrichment	Students who enjoy and show a willingness to engage in additional, high level mathematics will be provided support.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sustain and/or increase social emotional and physical support to students and their families.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Peabody is experiencing a growing social-emotional need among students and families. While this initially seemed triggered by the COVID pandemic, it continues to persist.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Reduce wait list time to see the school counselor as measured by counselor referrals and requests.	Agreed upon measure tool and baseline to be determined during the 2024-25 school year.	100% of students will have access to the school counselor as needed.	100% of students will have access to the school counselor as needed.	100% of students will have access to the school counselor as needed.	
2.2	Increase the number of parents utilizing Parent Guidance videos and 1-1 remote counseling.	Agreed upon measure tool and baseline to be determined during the 2025-26 school year.	TBD	TBD	TBD	
2.3	Quantify screen use time and technology use at all grade levels.	TBD	TBD	TBD	TBD	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This goal has been expanded to include the offering of the online support system called Parent Guidance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 - School Counselor - This action is extremely effective and will continue. Peabody seeks to expand capacity in this area by pursuing the Children and Youth Behavioral Health Initiative in hopes of generating sufficient revenue to increase capacity by adding addtional counselors.
Action 2.2 - Bilingual Liaison - This action is extremely effective and will continue. Peabody seeks to reduce other duties of this position to the greatest extent possible so that this position primarily supports students and families.
Action 2.3 - Mindfulness - This action is extremely effective and will continue.
Action 2.4 - Parent Education (Fireside Chats) - This action will continue, and parent education topics will be determined by parent needs.
Action 2.5 - Responsive Classroom - This action is extremely effective and will continue.
Action 2.6 - Outdoor Education - This action is extremely effective and will continue.
Action 2.7 - Conduct a school-wide student screen time and technology use audit to establish a baseline.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The only change to the planned goal is to add a metric of increased utilization of remote counseling support by parents.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor	Counselor to be available to provide training for school staff on strategies, including trauma informed practices, to engage pupils and families in meeting social-emotional health needs.	$125,005.00	Yes
2.2	Bilingual Liaison (also connected to Goal 1, Actions 1.11, 1.12, and 1.14).	Support for students and families, including EML students and their families.	$71,046.00	Yes
2.3	Mindfulness	Continue to teach students to use Mindfulness to improve physical and mental health.		No
2.4	Parent Education	Have two (2) parent education opportunities as part of our "Fireside Chats" program.	$1,000.00	Yes
2.5	Responsive Classroom	Continue to use the Responsive Classroom approach to build classroom and school community.	$1,000.00	Yes
2.6	Outdoor Education	Continue to partner with the Wilderness Youth Program (WYP) in the 5th grade.	$45,000.00	Yes
2.7	Screen Time Audit	Peabody will conduct a student screen time and technology use audit.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Deepen our school-wide equity development in order to eliminate the organizational predictability of who is successful at Peabody, and who is less so based on economics, home language, race, and/or learning disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Peabody is actively engaged in leading with an equity lens to ensure that institutional systems that create barriers to diversity, equity, and inclusion are disrupted and then eliminated. This intentionally anti-racist work is schoolwide and led from the Board of Directors to the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student, staff, and parent surveys.	TBD during the 24-25 school year.	86% of students and their families will report a strong sense of connection to the school, its goals, and the community.		90% of students and their families will report a strong sense of connection to the school, its goals, and the community.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Peabody's Equity Committee stayed focused on these goals throughout the school year. The substantive differences in planned actions and actual implementation of these actions involves Action 3.4 that didn't happen. This action will be carried forward into the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services is the $10,000 that wasn't spent on Action 3.4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 - CA Healthy Kids Survey—This action is effective and will continue as an LCAP requirement.
Action 3.2 - EML student and family survey—This action effectively provides useful information to the Equity Committee.
Action 3.3 - Teaching of ADL Lesson - This has been effective. Teachers have organized and taken on teaching at least two ADL lessons at each grade level.
Action 3.4 - Inclusion Training for School Staff - This did not happen this year. It will be reattempted for the coming school year.
Action 3.5 - Initial review of the Learner Profile originally created in 2016.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There aren't any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	California Healthy Kids Survey	Students in grades 5 & 6, parents, and staff will participate in the CHKS.	$1,000.00	Yes
3.2	EML student and family survey	The Equity Committee will conduct a survey to measure progress toward the goal of having multiple languages and cultures being valued and	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflected in the school environment. Staff will report specific strategies used to value and reflect various language and cultures in their classrooms.		
3.3	Teaching of ADL Lesson	All grade levels will teach lessons provided by the Anti-Defamation League (ADL) to the greatest extent possible.	$2,000.00	Yes
3.4	Inclusion Training for School Staff	Inclusion training will be provided for school staff who have not received training prior, or staff who would like further training.	$10,000.00	Yes
3.5	Update the Learner Profile	Update the Learner Profile that was done in 2016	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will participate in the "whole child" approach at Peabody. This approach couples rigorous academics with rich extra-curricular activities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students will participate in the Peabody Specials Program.	100% of students are participating in the Peabody Specials Program	100% of students are participating in the Peabody Specials Program		100% of students will participate in the Peabody Specials Program.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This program is built into the daily schedule with classes and grade levels attending weekly and monthly specials classes on a scheduled basis. This insures that all students have access to the specials program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1: Peabody's Specials Program - This program is effective and will be maintained.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Peabody Specials Program	All students will have PE, dance, vocal music, and visual arts (ceramics) to the greatest extent possible.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	School will maintain high levels of daily attendance and low levels of chronic absenteeism	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

School attendance plays a significant role in student achievement because students who attend school regularly consistently outperform their peers in core academic subjects and are nearly twice as likely to achieve proficiency in mathematics and reading. Regular attendance ensures students build a strong foundation for increasingly complex concepts while developing crucial relationships with teachers who can provide tailored support. Beyond academics, consistent school attendance fosters essential life skills like time management and responsibility, which contribute to higher graduation rates and future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism on CA Dashboard	15.1%	7.8%		5% Chronic Absenteeism	2.8%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This goal was implemented through the use of parent notifications, meeting announcements, and letters home to families with significant absences from school. There will be no substantive differences in planned actions and actual implementation of these actions, nor where there any relevant challenges experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1: Parent Notification - This action was effective with Chronic Absenteeism cut nearly in half. This action will continue.
Action 5.2: Independent Study - This action was effective with Chronic Absenteeism cut nearly in half. This action will continue.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There will be no changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Notification	Parents will notified regularly about the importance of attending school and not planning family vacations during school time.	$88,400.00	No
5.2	Independent Study	Independent Study contracts will be used to the greatest extent possible.	$41,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Establish Peabody's own Special Education Program	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to create greater coherence between tiers within the MTSS system, Peabody is looking to provide its own special education services which will become tier 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	SPED team will be identified and supported.		100% of IEP services will be provided			TBD

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SPED team will be identified and supported.	100% of IEP services will be provided to students	$3,246,255.00	No
6.2	Maintain Peabody Student Information System (SIS)	Peabody will maintain its own version of AERIES	$25,000.00	No
6.3	CalPads Consultant	Peabody will report its own CalPads	$36,000.00	No
6.4	Maintain IEP records through SIRAS	Peabody will maintain its IEP records through the use of SIRAS by hiring a SPED support clerk		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$736,588	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.568%	0.108%	$8,582.00	8.676%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Maintain MTSS Literacy Program **Need:** Support all students who need additional support to become a strong reader. **Scope:**	A coherent, robust Multi-Tiered System of Support (MTSS) for literacy in elementary schools creates a seamless framework that systematically identifies reading struggles early and addresses them through increasingly intensive, evidence-based interventions tailored to each student's specific needs. By implementing universal literacy screening, regular progress monitoring, and data-driven instruction, educators can quickly identify students struggling with foundational reading skills	STAR 360 - ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	and provide immediate, targeted support before minor difficulties evolve into significant literacy gaps. This comprehensive approach not only strengthens core reading instruction through research-based practices benefiting all students but also delivers targeted small-group and individualized interventions for those requiring additional support with phonemic awareness, decoding, fluency, vocabulary, or comprehension. When implemented with fidelity, a literacy-focused MTSS dramatically improves reading outcomes for all students, significantly reduces inappropriate special education referrals, and helps ensure that every child develops the critical literacy skills needed for lifelong learning and academic success.	
1.2	**Action:** After School EML Club in Grades 4-6 **Need:** **Scope:** LEA-wide Schoolwide		
1.4	**Action:** **Need:** Teachers need support in completing the literacy training **Scope:**	This action support regular classroom teachers meet the needs of their students in order to become a strong reader.	STAR 360 - ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Formative Assessments **Need:** Teachers need real-time data on the progress of their students. **Scope:** Schoolwide	Implementing a normed formative assessment system for math and reading at the elementary level provides educators with reliable, objective data that accurately identifies students' current achievement levels compared to grade-level expectations and national peer groups. This systematic approach to data collection enables schools to track growth patterns over time, identify instructional gaps, and make evidence-based decisions about curriculum adjustments, resource allocation, and targeted interventions for specific student groups. By administering these assessments at regular intervals throughout the school year, teachers can quickly identify students who may need additional support or enrichment, allowing for timely instructional adjustments rather than waiting for end-of-year summative assessments when intervention opportunities may be limited. Furthermore, normed formative assessment data provides a common, objective language for teacher collaboration, parent communication, and administrative decision-making, creating a cohesive approach to student support that aligns efforts across classrooms, grade levels, and the home-school connection.	STAR 360 - ELA
1.7	**Action:** Designated ELD will begin by September 15, 2025. **Need:** EML students are demonstrating low levels of student achievement. **Scope:** Schoolwide	This action directly addresses the need and includes all of our EML students.	ELPAC, STAR 360, and classroom assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Teacher Tutor Support **Need:** A portion of students at each grade level need additional support. **Scope:** Schoolwide	This action supports students who need additional support in reading and math.	STAR 360 - ELA and Math; CAASPP ELA and Math
1.9	**Action:** Math Fact Standardization **Need:** School needs a coherent set of expectations and tools to teach math facts. **Scope:**	This action supports students in becoming proficient in mathematics.	STAR 360 - Math; CAASPP Math
1.10	**Action:** Math Intervention Standardization **Need:** School needs a coherent approach and standardized tools for engage in math intervention. **Scope:**	This action supports students in becoming proficient in mathematics. School-wide Math Fact Standardization provides students with consistent, systematic practice in foundational math operations, creating automaticity that frees up cognitive resources for tackling more complex mathematical problem-solving. By establishing uniform expectations and routines for math fact mastery across all classrooms, schools ensure that no student falls through the cracks and that each grade level builds efficiently upon previously acquired knowledge, eliminating instructional redundancies and gaps. This coordinated approach allows teachers to more accurately identify students who need additional support with basic operations, enabling timely intervention	STAR 360 - Math; CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		before math fact deficiencies can significantly impact performance in higher-level mathematics. Furthermore, standardized math fact practice creates a common mathematical language throughout the school, fostering collaborative conversations among teachers about effective instructional strategies and student progress, while giving students a sense of continuity and predictability as they advance through grade levels.	
1.11	**Action:** Support EML "newcomers" **Need:** Schools needs established supports for students who arrive to the area and are new to the country. **Scope:** LEA-wide	This action supports students who are emerging multilingual and in the country less than 12 months.	ELPAC; STAR 360 ELA; CAASPP ELA
1.12	**Action:** Disaggregate EML data down to the student **Need:** School needs to personalized ELD instruction to the greatest extent possible. **Scope:** LEA-wide	This action supports students who are emerging multilingual	ELPAC; STAR 360 ELA; CAASPP ELA
1.13	**Action:** Additional support for ELPAC **Need:**	This action brings more people to help with the administration of ELPAC	ELPAC scores; meeting ELPAC compliance deadlines

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School needs more than a single individual capable of administering the ELPAC **Scope:** LEA-wide		
1.14	**Action:** Maintain ELPAC support **Need:** Student achievement on the ELPAC improves when there is a trusting relationship with the ELPAC coordinator. **Scope:** LEA-wide	Students who pass the English Language Proficiency Assessment for California (ELPAC) before graduating from elementary school gain significant academic and social advantages as they transition to middle school. The Summative ELPAC serves as "a critical tool in determining if a student's English language skills have progressed to the level of 'Fluent English Proficient' status," allowing students to be reclassified and fully access grade-level curriculum without language barriers. This reclassification enables students to participate more confidently in regular academic classes without additional language support requirements, boosting their academic achievement and self-confidence. Being reclassified before middle school means students can "do well in school and access the full curriculum" from the start of their secondary education, avoiding potential academic delays that might occur while still developing English proficiency. Additionally, students who achieve "Fluent English Proficient" status demonstrate mastery of both the language skills and "basic skills" necessary for success in all subject areas, positioning them for greater achievement in middle and high school.	ELPAC
1.16	**Action:** Grades 4-6 Tier 2 Intervention Adjustment	This action addresses the needs of upper grade students who require intervention but may disengage with intervention approaches that	STAR tests

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Research shows that students in grades 4-6 benefit from Tier 2 intervention that is integrated or connected to other grade level content areas such as, but not limited to social studies or science. **Scope:** Schoolwide	appear to the student to be tailored to younger students.	
2.1	**Action:** School Counselor **Need:** There is an increasing number of students with SEL needs. **Scope:** Schoolwide	An elementary school counselor who focuses on social-emotional needs serves as a crucial support system for both students and families during the formative developmental years when children are establishing lifelong emotional regulation skills and coping mechanisms. By providing individual and group counseling, classroom lessons on emotional intelligence, and family consultations, these professionals help identify and address issues like anxiety, grief, social challenges, and behavioral concerns before they significantly impact academic achievement or escalate into more serious problems. School counselors create a safe, trusted space where children can express feelings and learn healthy emotional management techniques while simultaneously educating parents on how to reinforce these skills at home, creating consistency between school and family environments. Furthermore, they coordinate with teachers and administrators to implement schoolwide social-emotional learning initiatives that foster empathy, resilience, and conflict resolution skills across the entire student body. Their preventative approach to mental health and wellness not only improves school climate and reduces behavioral incidents but also equips	Number of students referred to counselor

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		children with essential life skills that extend far beyond the classroom walls.	
2.2	**Action:** Bilingual Liaison (also connected to Goal 1, Actions 1.11, 1.12, and 1.14). **Need:** To meet equity goals, the school needs a point of contact for members of our community who are non-Native English speakers. **Scope:** Schoolwide	A bilingual liaison who works with families and students at an elementary school serves as a vital bridge between cultures, fostering stronger school-family partnerships and creating a more inclusive learning environment. These staff members "can provide invaluable information and insights into families' cultures or home situations," helping schools understand and address the unique needs of multilingual families. They help unlock the "deep reserves of strength, resilience, and resourcefulness" that immigrant families bring to the school community but might otherwise go unnoticed. By supporting "authenticity by intentionally fostering a welcoming, inclusive environment where families see reflections of themselves," bilingual liaisons significantly increase family engagement, which research consistently links to improved academic achievement, school attendance, and social-emotional development. This role helps ensure equitable access to education by providing essential translation services, connecting families with school resources, and creating culturally responsive opportunities for families to meaningfully participate in their children's education.	ELPAC; STAR 360 ELA; CAASPP ELA
2.3	**Action:** Mindfulness **Need:** Students benefit from being taught concrete strategies for managing stress.	Mindfulness exercises offer elementary school children a powerful toolkit for emotional regulation, cognitive development, and overall well-being. Research shows that children who participate in mindfulness programs demonstrate significant improvements in executive function, including better attention, behavioral regulation, metacognition, and focus compared to control	Teacher observation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	groups. These benefits extend to academic performance, with students receiving mindfulness training generally achieving higher test scores and grades than their peers, while also developing better focus, social skills, self-esteem, and emotional regulation. Mindfulness is particularly beneficial for children with learning disabilities or special needs, as it can "relieve student stress, reduce bullying rates, and help children with learning disabilities or special needs develop stronger SEL skills." Brain imaging studies have confirmed these benefits, showing that mindfulness practices help children become "less prone to get stressed out and lose focus," allowing them to stay more engaged in learning.	
2.4	**Action:** Parent Education **Need:** Students benefit when parents have increased parenting skills that they can use at home. **Scope:** Schoolwide	Parent education seminars focused on building strong school-home partnerships deliver remarkable value for elementary schools by directly influencing student achievement and well-being. Research demonstrates that parents who attend such classes report having children with higher grades, fewer behavior problems, less substance abuse issues, better mental health, and greater social competence. Students whose parents remain involved in education show better attendance, behavior, grades, and social skills, with studies indicating that improvements in parental involvement are associated with enhanced social functioning and fewer problematic behaviors across elementary years. A 2019 American Psychological Association review of 448 independent studies confirmed that parental involvement leads to higher academic achievement, school engagement, and motivation. These seminars represent a strategic investment in both family empowerment and student success,	Agenda of Parent Education meetings.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		creating a powerful educational partnership that benefits the entire school community.	
2.5	**Action:** Responsive Classroom **Need:** School needs a coherent system to build classroom community. **Scope:** Schoolwide	Responsive Classroom is an evidence-based approach that integrates social-emotional learning with academics, resulting in significant benefits for elementary schools. Research shows students in Responsive Classroom environments demonstrate increased standardized test scores in reading and mathematics, with students who attend these programs being 1.7 times more likely to achieve proficiency in core subjects compared to peers with traditional instruction. The approach creates a proactive discipline system that reduces behavior issues, giving teachers more instructional time while fostering stronger teacher-student relationships that can last through high school graduation. Additionally, students who regularly participate in the program are 2.5 times more likely to graduate high school, making it particularly valuable in addressing post-pandemic social skills deficits while supporting academic achievement.	Teacher observation
2.6	**Action:** Outdoor Education **Need:** Student attention is strengthened when given opportunities to engage with nature. **Scope:** Schoolwide	The Bridge to Nature program offers our 5th grade students regular, meaningful connections with the natural world that enhance both academic achievement and personal development. Research shows that outdoor education experiences improve science test scores by 27%, enhance problem-solving skills, and boost self-esteem and motivation to learn. Time in nature enriches students' "experience bank," providing them with vivid, firsthand content that translates to improved writing samples and naturally complements our science curriculum on soils, rocks, and landforms. By ensuring all students have access to these transformative outdoor experiences with skilled mentors, we're working to	Teacher observation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		level the educational playing field while honoring the fundamental human birthright of connection to the natural world.	
3.1	**Action:** California Healthy Kids Survey **Need:** State requires annual survey to inform local indicators. **Scope:** LEA-wide	This fulfills the requirement set by the state.	CHKS
3.2	**Action:** EML student and family survey **Need:** Schools needs feedback on its equity goals around language and cultures being respected and reflected within the classroom. **Scope:** LEA-wide	This survey provides feedback on its equity goals around language and cultures being respected and reflected within the classroom.	Local Survey
3.3	**Action:** Teaching of ADL Lesson **Need:** Students benefit from specific lessons on community building, anti-racism, and inclusion. **Scope:** LEA-wide	The ADL lessons provide specific lessons on community building, anti-racism, and inclusion.	Teacher plans showing ADL lesson dates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Inclusion Training for School Staff **Need:** All staff benefits from inclusion training; students benefit from having staff trained on inclusion strategies. **Scope:** LEA-wide Schoolwide	Training provides strategies of inclusion which helps to make all students feel seen and welcome.	Agendas from training sessions.
4.1	**Action:** Peabody Specials Program **Need:** Students benefit from a 360 "whole child" approach. **Scope:**	The special programs provide academic and non-academic opportunities that appeal to students and encourage attendance, engagement, and learning.	Attendance records, student achievement scores.
5.1	**Action:** Parent Notification **Need:** Students benefit from not mission school **Scope:**	Reminding parents to not pull their children from school regularly benefits student achievement and emotional well-being.	Attendance records.
5.2	**Action:** Independent Study **Need:**	Independent study allows students to maintain their learning while engaging in required travel.	Student achievement scores; attendance records.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Ensure learning for students when they have to be away from school. **Scope:**		
6.1	**Action:** SPED team will be identified and supported. **Need:** Students with IEP's need to be served. **Scope:**	This is the program to provide students with IEPs the services that they need.	IEP compliance.
6.2	**Action:** Maintain Peabody Student Information System (SIS) **Need:** To track IEP services and report IEP activity, Peabody needs its own SIS (AERIES). **Scope:**	Setting up our own SIS meets this need.	Installation of new SIS (AERIES)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** After School EML Club in Grades 4-6	This program provides experiences for EML students and families that increase their ability to	Student and parent survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students and families need increased opportunities to better understand their options in the secondary schools. **Scope:** Limited to Unduplicated Student Group(s)	navigate the school system, particularly in the secondary schools.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Peabody is not eligible for concentration grant funding (under 55% UPP)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,596,971	736,588	8.568%	0.108%	8.676%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,355,718.00	$2,564,607.00	$0.00	$272,100.00	$4,941,473.00	$3,458,109.00	$1,483,364.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain MTSS Literacy Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$171,610.00	$0.00		$171,610.00			$171,610.00	
1	1.2	After School EML Club in Grades 4-6	English Learners	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners		2026-2027	$11,000.00	$2,000.00	$13,000.00				$13,000.00	1.4%
1	1.3	Literacy Training Maintenance	All	No			All Schools	2026-2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.5	Formative Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$283,000.00	$0.00	$195,000.00	$88,000.00			$283,000.00	26.23%
1	1.7	Designated ELD will begin by September 15, 2025.	English Learners	Yes	School wide	English Learners	All Schools	2026-2027	$71,046.00	$0.00	$0.00	$65,657.00		$5,389.00	$71,046.00	5.28%
1	1.8	Teacher Tutor Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$558,000.00	$0.00	$448,000.00			$110,000.00	$558,000.00	46.65%
1	1.9	Math Fact Standardization	All	No			All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	.5%
1	1.10	Math Intervention Standardization	All	No			All Schools	2026-2027								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Support EML "newcomers"	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	.5%
1	1.12	Disaggregate EML data down to the student	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027	$72,011.00	$0.00	$72,011.00				$72,011.00	3%
1	1.13	Additional support for ELPAC	English Learners	Yes	LEA-wide	English Learners		2026-2027	$2,500.00	$1,000.00	$3,500.00				$3,500.00	.4%
1	1.14	Maintain ELPAC support	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027								
1	1.15	Math PD	All	No			All Schools	26-27	$6,000.00	$2,000.00	$8,000.00				$8,000.00	
1	1.16	Grades 4-6 Tier 2 Intervention Adjustment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$5,000.00	$10,000.00	$15,000.00				$15,000.00	
1	1.17	Action 1.17 - Math Enrichment	Students with Disabilities Students interested in mathematics	No			All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.1	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$125,005.00	$0.00		$125,005.00			$125,005.00	4.1%
2	2.2	Bilingual Liaison (also connected to Goal 1, Actions 1.11, 1.12, and 1.14).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$71,046.00	$0.00	$0.00	$65,657.00		$5,389.00	$71,046.00	5.3%
2	2.3	Mindfulness	All	No			All Schools	2026-2027								
2	2.4	Parent Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
2	2.5	Responsive Classroom	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
2	2.6	Outdoor Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$45,000.00	$45,000.00				$45,000.00	4.6%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.7**	Screen Time Audit	All	No			All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.1**	California Healthy Kids Survey		Yes	LEA-wide		All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
3	**3.2**	EML student and family survey		Yes	LEA-wide		All Schools	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	.2%
3	**3.3**	Teaching of ADL Lesson		Yes	LEA-wide		All Schools	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	.2%
3	**3.4**	Inclusion Training for School Staff		Yes	LEA-wide School wide		All Schools	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	1%
3	**3.5**	Update the Learner Profile	All	No			All Schools	2026-2027	$5,000.00	$5,000.00	$10,000.00				$10,000.00	
4	**4.1**	Peabody Specials Program	All	No			All Schools	2026-2027								
5	**5.1**	Parent Notification	All	No			All Schools	2026-2027	$88,400.00	$0.00	$88,400.00				$88,400.00	
5	**5.2**	Independent Study	All	No			All Schools	2026-2027	$0.00	$41,600.00	$41,600.00				$41,600.00	
6	**6.1**	SPED team will be identified and supported.	Students with Disabilities	No			All Schools	2026-2027	$1,958,491.00	$1,287,764.00	$1,046,255.00	$2,048,678.00		$151,322.00	$3,246,255.00	15.3%
6	**6.2**	Maintain Peabody Student Information System (SIS)	All Students with Disabilities	No			All Schools	2026-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	2.5%
6	**6.3**	CalPads Consultant	All Students with Disabilities	No			All Schools	2026-2027	$0.00	$36,000.00	$36,000.00				$36,000.00	3.7%
6	**6.4**	Maintain IEP records through SIRAS	Students with Disabilities	No			All Schools									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,596,971	736,588	8.568%	0.108%	8.676%	$813,511.00	121.160%	130.623 %	**Total:**	$813,511.00
								LEA-wide Total:	$108,511.00
								Limited Total:	$13,000.00
								Schoolwide Total:	$728,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Maintain MTSS Literacy Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.2**	After School EML Club in Grades 4-6	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners		$13,000.00	1.4%
1	**1.5**	Formative Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$195,000.00	26.23%
1	**1.7**	Designated ELD will begin by September 15, 2025.	Yes	Schoolwide	English Learners	All Schools	$0.00	5.28%
1	**1.8**	Teacher Tutor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$448,000.00	46.65%
1	**1.9**	Math Fact Standardization				All Schools	$5,000.00	.5%
1	**1.11**	Support EML "newcomers"	Yes	LEA-wide	English Learners	All Schools	$5,000.00	.5%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Disaggregate EML data down to the student	Yes	LEA-wide	English Learners	All Schools	$72,011.00	3%
1	1.13	Additional support for ELPAC	Yes	LEA-wide	English Learners		$3,500.00	.4%
1	1.14	Maintain ELPAC support	Yes	LEA-wide	English Learners	All Schools		
1	1.16	Grades 4-6 Tier 2 Intervention Adjustment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.1	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		4.1%
2	2.2	Bilingual Liaison (also connected to Goal 1, Actions 1.11, 1.12, and 1.14).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	5.3%
2	2.3	Mindfulness				All Schools		
2	2.4	Parent Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	.1%
2	2.5	Responsive Classroom	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	.1%
2	2.6	Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$45,000.00	4.6%
3	3.1	California Healthy Kids Survey	Yes	LEA-wide		All Schools	$1,000.00	.1%
3	3.2	EML student and family survey	Yes	LEA-wide		All Schools	$2,000.00	.2%
3	3.3	Teaching of ADL Lesson	Yes	LEA-wide		All Schools	$2,000.00	.2%
3	3.4	Inclusion Training for School Staff	Yes	LEA-wide Schoolwide		All Schools	$10,000.00	1%
6	6.1	SPED team will be identified and supported.				All Schools	$1,046,255.00	15.3%
6	6.2	Maintain Peabody Student Information System (SIS)				All Schools	$25,000.00	2.5%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	**6.3**	CalPads Consultant				All Schools	$36,000.00	3.7%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,994,030.00	$1,749,974.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	ELD Training	Yes	$5,000.00	0
1	**1.2**	Maintain MTSS Literacy Program	Yes	$354,292.00	352,661
1	**1.3**	After School EML Club in Grades 4-6 (PACE)	Yes	$14,500.00	8318
1	**1.5**	Formative Assessments	Yes	$360,500.00	360,500
1	**1.7**	Designated ELD will begin by September 15, 2025.	Yes	$71,399.00	72018
1	**1.8**	Teacher Tutor Support	Yes	$568,000.00	402,500
1	**1.9**	Math Fact Standardization	No	$5,000.00	
1	**1.10**	Math Intervention Standardization	No		
1	**1.11**	Support EML "newcomers"	Yes	$5,000.00	
1	**1.12**	Disaggregate EML data down to the student	Yes	$32,774.00	
1	**1.13**	Additional support for ELPAC	Yes	$3,500.00	3,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.14	Create short-term ELD goals	Yes		
1	1.15	Maintain ELPAC support	Yes		
2	2.1	School Counselor	Yes	$104,666.00	106,251
2	2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Yes	$71,399.00	72,000.00
2	2.3	Mindfulness	No		
2	2.4	Parent Education	Yes	$1,000.00	1,000.00
2	2.5	Responsive Classroom	Yes	$1,000.00	1,000.00
2	2.6	Outdoor Education	Yes	$45,000.00	42,362.00
3	3.1	California Healthy Kids Survey	Yes	$1,000.00	685.00
3	3.2	EML student and family survey	Yes	$2,000.00	
3	3.3	Teaching of ADL Lesson	Yes	$2,000.00	
3	3.4	Inclusion Training for School Staff	Yes	$10,000.00	0
4	4.1	Peabody Specials Program	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Parent Notification	No	$85,000.00	85,000.00
5	**5.2**	Independent Study	No	$40,000.00	40,000.00
6	**6.1**	Hire a SPED Director	No	$150,000.00	153,095
6	**6.2**	Set up Peabody Student Information System (SIS)	No	$25,000.00	22,187.50
6	**6.3**	Hire a CalPads Consultant	No	$36,000.00	26,897.43

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$721,947	$981,718.00	$713,365.00	$268,353.00	121.660%	0.000%	-121.660%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ELD Training	Yes				
1	1.2	Maintain MTSS Literacy Program	Yes	$5,000.00		.5%	
1	1.3	After School EML Club in Grades 4-6 (PACE)	Yes	$14,500.00	8318	1.4%	
1	1.5	Formative Assessments	Yes	$257,500.00	257,500	26.23%	
1	1.7	Designated ELD will begin by September 15, 2025.	Yes	$51,787.00	0	5.28%	
1	1.8	Teacher Tutor Support	Yes	$458,000.00	402500	46.65%	
1	1.11	Support EML "newcomers"	Yes	$5,000.00		.5%	
1	1.12	Disaggregate EML data down to the student	Yes	$32,774.00		3%	
1	1.13	Additional support for ELPAC	Yes	$3,500.00	0	.4%	
1	1.14	Create short-term ELD goals	Yes				
1	1.15	Maintain ELPAC support	Yes				
2	2.1	School Counselor	Yes	$39,870.00	0	4.1%	
2	2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Yes	$51,787.00	0	5.3%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Parent Education	Yes	$1,000.00	1000	.1%	
2	**2.5**	Responsive Classroom	Yes	$1,000.00	1000	.1%	
2	**2.6**	Outdoor Education	Yes	$45,000.00	42362	4.6%	
3	**3.1**	California Healthy Kids Survey	Yes	$1,000.00	685	.1%	
3	**3.2**	EML student and family survey	Yes	$2,000.00	0	.2%	
3	**3.3**	Teaching of ADL Lesson	Yes	$2,000.00	0	.2%	
3	**3.4**	Inclusion Training for School Staff	Yes	$10,000.00	0	1%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,963,577	$721,947	0	9.066%	$713,365.00	0.000%	8.958%	$8,582.00	0.108%