

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Extera Public School No. 2

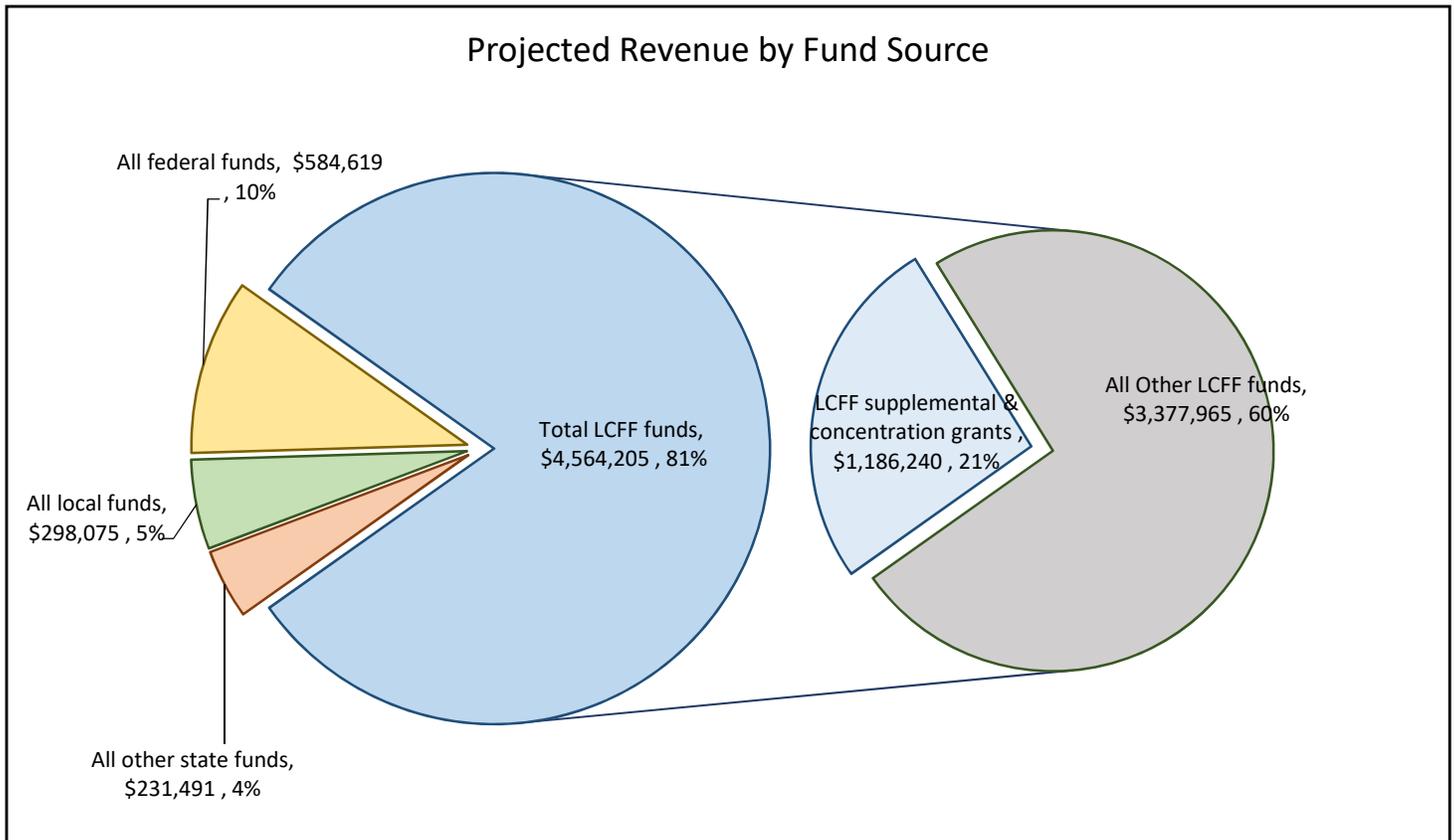
CDS Code: 19-64733-0124198

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

LEA contact information: Jim Kennedy, Chief Executive Officer, jkennedy@exteraschools.org (323) 261-001

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

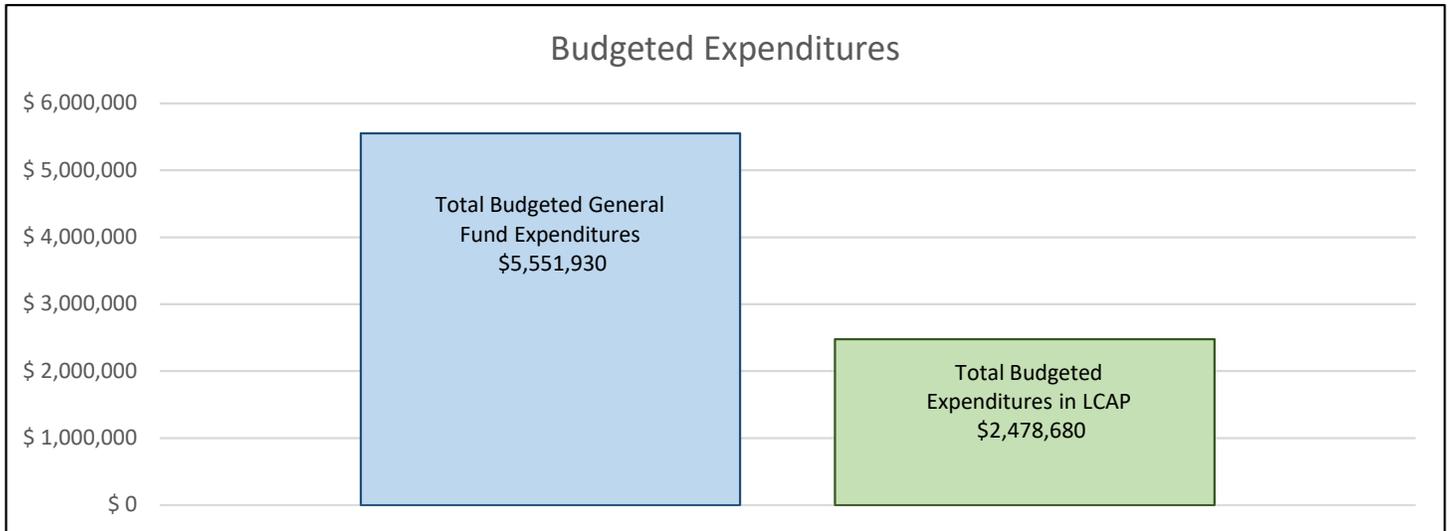


This chart shows the total general purpose revenue Extera Public School No. 2 expects to receive in the coming year from all sources.

The total revenue projected for Extera Public School No. 2 is \$5,678,390.00, of which \$4,564,205.00 is Local Control Funding Formula (LCFF), \$231,491.00 is other state funds, \$298,075.00 is local funds, and \$584,619.00 is federal funds. Of the \$4,564,205.00 in LCFF Funds, \$1,186,240.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Extera Public School No. 2 plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Extera Public School No. 2 plans to spend \$5,551,930.00 for the 2019-20 school year. Of that amount, \$2,478,680.00 is tied to actions/services in the LCAP and \$3,073,250.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

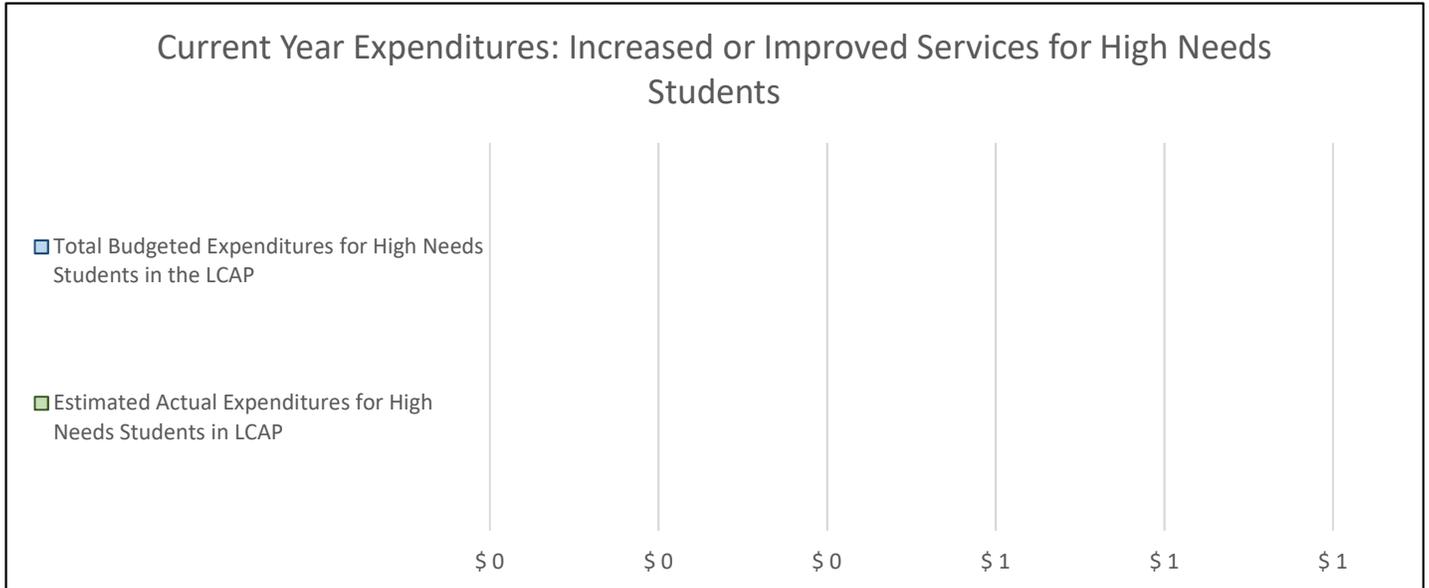
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Extera Public School No. 2 is projecting it will receive \$1,186,240.00 based on the enrollment of foster youth, English learner, and low-income students. Extera Public School No. 2 must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Extera Public School No. 2 plans to spend \$0.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

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



This chart compares what Extera Public School No. 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Extera Public School No. 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Extera Public School No. 2's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Extera Public School No. 2 estimates that it will actually spend \$0.00 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Extera Public School No. 2

Contact Name and Title

Jim Kennedy
Chief Executive Officer

Email and Phone

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(323) 261-0059

2017-20 Plan Summary

The Story

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

Extera Public School #2 is a K-5 public charter school with a current total enrollment of 400 students. Through a school theme focused on the natural world and the inter-connectedness of all living things, children at Extera Public School #2 engage in hands-on, minds-on, project-based learning that integrates meaningful connections to nature across subject content areas, including language arts, social studies, science and mathematics, as well as the arts and technology.

As indicated on the CA Dashboard, Extera Public School #2's student population is 43% English learner (EL) with Spanish as the primary home language. 98.5% are classified as Socioeconomically Disadvantaged, our LCFF Unduplicated count is 99%.

The targeted population for Extera Public School #2 is our current location of Boyle Heights and East Los Angeles, specifically the primary zip code of 90023. This community is located east of downtown Los Angeles and the Los Angeles River. The total population for this area is 46,288 covering 4.2 square miles. The average age of residents in this area is 30.5 years, which is lower than the average age for Los Angeles County, which is 36.1 years of age. The targeted population for Extera Public School #2 is 97% Hispanic compared to 48% Hispanic for Los Angeles County. The median income for the targeted population (\$35,736) is 60.4% of the median income for Los Angeles County (\$59,134). In the 90023 area code 31.1% of total residents live below the poverty line and 44% of all children ages 18 and under live below the poverty line. Of the population who are 25 years of age or older, 59% have no high school diploma. Only 6% of adults 25 years of age or older have a bachelors degree or higher. 89% of children ages 5-17 primarily speak Spanish at home.

Extera Public School #2 has many competitive advantages that are not found in our neighborhood school that makes Extera an asset for the Boyle Heights community:

Longer School Day and Longer School Year - Provides more instructional minutes to students and exceeds state requirements

1-to-1 Technology – All Extera Public School K-1st grade students have 1-to-1 iPads. Grades 2-8 have 1-to-1 PCs

Learning Adventures – 8-10 free learning opportunities to regional parks, museums, farms, etc. for each student

Free After School Program – Approximately 50% of total enrollment attend the no-cost afterschool program that runs until 6pm

Community Engagement – 2 full-time and 1 part-time community engagement staff members who are responsible for student recruitment and retention

LCAP Highlights

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

In consultation with Extera #2 teachers, parents, administrators and board members, Extera Public School #2 continues to focus on three overarching goals with some modifications and a few new strategies and actions in this year's Local Control Accountability Plan:

Goal #1: Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the California Common Core State Standards (CCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.

New or modified strategies and actions to meet Goal #1 that are in the 19-20 LCAP include

- Extera Public School #2 modified its Professional Development strategy to include more foundational literacy strategies. Extera Public School teachers received in-depth training on Writer's Workshop and other Balanced Literacy approaches over the past two years. This year, Extera #2 teachers will focus more specifically on Interactive Read Aloud and other building blocks to support a strong foundation of literacy for Extera #2 students.
- Extera #2 will continue to have an extended school year and school day as compared to schools students would otherwise attend however this strategy has been modified to a 183-day school year. Teachers will still have 12 additional days of professional development and planning days. Extera #2 students will also still exceed the State minimum of instructional minutes per year.

Goal #2: Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the School's charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings.

Goal #3: Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior

Review of Performance

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

Greatest Progress

When looking at our schoolwide data our academic success is in Math because our scores have steadily increased around 9% percentage points each year. Our math scores can be attributed to our full implementation of the EurekaMath curriculum from TK to 5th grade. Our 3rd and 4th-grade cohorts were able to benefit from consistent use of curriculum, a common language, and a building of skills throughout the years and the results show this. In 3rd grade, 43.21% of students met or exceeded the standard and in 4th grade, 51.85% of the students met or exceeded the standard. Not only did EPS2 outperform all our neighboring schools on the SBAC Mathematics exam for the 2017-2018 school year, but we also experienced the second most growth in the number of students who met or exceeded the standard.

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

Greatest Needs

Referring to the CA School Dashboard for Extera Public School #2, there are no students or student subgroups with a performance indicator in the "Red" or "Orange" category. Although EPS2 improved our ELA scores about 11% percentage points from the year before which is quite an achievement and a success, our ELA scores have always lagged behind of our Math scores. The data from 2016-2017 and 2017-2018 really shows how much retaining quality teachers is important to student academic success. In just one year, our students were able to increase from 9.09% meeting and exceeding the standard to 14.70% meeting and exceeding the standard in ELA, but closing the gap for the students not meeting the standard is the area that we need to improve on.

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

Performance Gaps

Referring to the CA Dashboard, there are no student groups that are two or more performance levels below the "all student" performance. Although there are no performance gaps according to the CA Dashboard among our student subgroups, EPS2 has still worked diligently to address the learning gaps with our English Learners (EL) and has been an area of focus. In ELA, the percent of EL students meeting and exceeding the standard has increased from 2.86% (2016-2017) to 11.11% (2017-2018). In Math, the percent of students meeting and exceeding the standard increased from 5.71% (2016-2017) to 19.15% (2017-2018). EPS2 identified a gap in teacher training to effectively support the learning needs of our English learner population. In 2017-2018, we hired more experienced teachers who have worked in similar communities and with a similar school demographic make-up to ours to ensure that their skill set could address our EL needs. We provided ongoing ELD training throughout the year for our teachers about implementing integrated and designated ELD. We also took steps to support the instruction of our ELs such as: 1) The adoption of a reading intervention program, Read Naturally4, that better addressed the fluency and reading comprehension needs of our older EL students who struggled more with reading comprehension and this also addressed helping our students who were at-risk of becoming LTELs by starting to close the reading gap for them, 2) Fully implementing Integrated and Designated ELD models with curricular supports from McGraw Hill Wonders with ELD, and 3) Fully implementing an ELD standards-aligned progress monitoring tool for parents and teachers to track EL progress.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the California Common Core State Standards (CCCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SBAC (CAASP) results	2018-19	
	<u>SBAC - Math</u>	<u>SBAC - Math</u>
	37% of students meet or exceed the standards in math	43.27% of students met or exceeded the standards in Math
	<u>SBAC - ELA</u>	<u>SBAC - ELA</u>
	34% of students meet or exceed the standards in ELA	49.06% of students met or exceeded the standards in ELA

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Utilize curricula aligned to the CCS Standards and Next Generation Science standards. This includes:</p> <ul style="list-style-type: none"> • Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart) • Eureka Math • History Alive! • Foss Kits <p>Teachers also have access to the online components of the curricula.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Utilized curricula aligned to the CCS Standards and Next Generation Science standards. This included:</p> <ul style="list-style-type: none"> • Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart) • Eureka Math • History Alive! • Foss Kits <p>Teachers also have access to the online components of the curricula.</p>	<p>\$49,707 - LCFF - 4000-4999 Books and Supplies - Curriculum</p>	<p>\$28,076 - LCFF - 4000-4999 Books and Supplies - Curriculum</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$4,765 - LCFF - 4000-4999 Books and Supplies - NWEA MAP</p>	<p>\$5,555 - LCFF - 4000-4999 Books and Supplies - NWEA MAP</p>

<p>Students to be Served: All</p> <p>Location:</p> <p>Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps.</p> <ul style="list-style-type: none"> • Administer NWEA MAP assessments in the Fall, Winter and Spring all students and all grade levels. • Administer the CAASP • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math Dreambox, MobyMax, Khan Academy and Zearn ◦ Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>Extera #2 monitored grade-level mastery of the standards throughout the year on a trimester basis and provided appropriate supports for student learning gaps.</p> <ul style="list-style-type: none"> • Administer NWEA MAP assessments in the Fall, Winter and Spring all students and all grade levels. • Administer the CAASP • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math Dreambox, MobyMax, Khan Academy and Zearn ◦ Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program 		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or	For Actions/Services included as contributing to meeting Increased or	\$12,819 - LCFF - 1000-1999 Certificated	\$12,819 - LCFF - 1000-1999 Certificated

Improved Services Requirement	Improved Services Requirement	Improved Services Requirement	Improved Services Requirement
<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Intervention and support for English Learner and Low Income student learning gaps. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis.</p> <ul style="list-style-type: none"> • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program facilitated by Extera Support Teachers. • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math - Dreambox, Moby Max, Khan Academy and Zearn ◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Intervention and support for English Learner and Low Income student learning gaps was provided. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis was implemented.</p> <ul style="list-style-type: none"> • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program facilitated by Extera Support Teachers. • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math - Dreambox, Moby Max, Khan Academy and Zearn ◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>Salaries - ELD Coordinator \$13,720 - Federal</p> <p>Revenues - Title III - 1000-1999 Certificated</p> <p>Salaries - ELD Coordinator \$26,539 - LCFF - 1000-1999 Certificated</p> <p>Salaries - Intervention Specialist \$3,296 - LCFF - 4000-4999</p> <p>Books and Supplies - Dreambox, Learning A-Z, Mobymax \$119,537 - LCFF - 1000-1999 Certificated</p> <p>Salaries - Support Teachers \$152,463 - Federal</p> <p>Revenues - Title I - 1000-1999 Certificated</p> <p>Salaries - Support Teachers \$88,683 - LCFF - 1000-1999 Certificated</p> <p>Salaries - Apprentice Teachers \$68,777 - LCFF - 3000-3999 Employee</p> <p>Benefits - Intervention Specialist, Support Teachers, Apprentice Teachers, ELD Coordinator</p> <p>Benefits \$42,354 - Federal</p> <p>Revenues - Title I - 3000-3999 Employee</p> <p>Benefits - Support Teachers \$3,812 - Federal</p> <p>Revenues - Title III - 3000-3999 Employee</p> <p>Benefits - ELD Coordinator</p>	<p>Salaries - ELD Coordinator \$13,720 - Federal</p> <p>Revenues - Title III - 1000-1999 Certificated</p> <p>Salaries - ELD Coordinator \$26,539 - LCFF - 1000-1999 Certificated</p> <p>Salaries - Intervention Specialist</p>

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Extera #2 is implementing Year 2 of a significant investment in a 3-year Professional Development partnership with Growing Educators to support effective teaching practices and the full implementation of Common Core standards. Teachers are engaged in hands-on guidance from Growing Educators staff developers and learn the work involved in planning any unit of study, thus building the capacity of Extera teachers.</p> <ul style="list-style-type: none"> • Year 2 of a 3-year Growing Educators Professional Development agreement • Ongoing SBAC Professional Development series • Google Educator Training • Travel and Conferences connected to Professional Development 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>Extera did implement Year 2 of a significant investment in a 3-year Professional Development partnership with Growing Educators to support effective teaching practices and the full implementation of Common Core standards. Teachers were engaged in hands-on guidance from Growing Educators staff developers and learn the work involved in planning any unit of study, thus building the capacity of Extera teachers.</p> <ul style="list-style-type: none"> • Year 2 of a 3-year Growing Educators Professional Development agreement • Ongoing SBAC Professional Development series • Google Educator Training • Travel and Conferences connected to Professional Development 	<p>\$6,527 - LCFF - 5000-5999 Services and Other Operating Expenses - Growing Educators</p> <p>\$21,258 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Growing Educators</p> <p>\$6,893 - LCFF - 5000-5999 Services and Other Operating Expenses - Travel & Conference</p>	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$3,665 - LCFF - 5000-5999 Services and Other Operating Expenses - BTSA</p>	

<p>Students to be Served: All</p> <p>Location:</p> <p>Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> • BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation • Extera Teacher Career Pathway/Apprentice Teacher Program • Extensive teacher collaboration within and across grade levels • Competitive classified salaries and benefit • Competitive certificated salaries and benefit • Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance • Underwrite selective group of teachers to attend a National Board Certification preparation program 	<p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>Extera #2 was able to attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> • BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation • Extera Teacher Career Pathway/Apprentice Teacher Program • Extensive teacher collaboration within and across grade levels • Competitive classified salaries and benefit • Competitive certificated salaries and benefit • Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance • Underwrite selective group of teachers to attend a National Board Certification preparation program 	<p>\$866,449 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries \$8,250 - LCFF - 1000-1999 Certificated Salaries - Buy Back Sick Days \$6,685 - LCFF - 5000-5999 Services and Other Operating Expenses - National Board Certification \$242,991 - LCFF - 3000-3999 Employee Benefits - Teacher Salaries, Buy Back Sick Days</p>	
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Extera #2 did acquire and maintain the technology infrastructure and digital</p>	<p>\$46,193 - LCFF - 7000-7499 Other - School Support Services - Technology Staff</p>	

<p>Students to be Served: All</p> <p>Location:</p> <p>Acquire and maintain the technology infrastructure and digital resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School students have 1-to-1 technology starting in Kindergarten</p> <ul style="list-style-type: none"> • Full time technology support team • Upkeep of hardware purchased • Security/loss prevention and inventory systems • Troubleshooting/ helpdesk support 	<p>resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School #2 students have 1-to-1 technology starting in Kindergarten</p> <ul style="list-style-type: none"> • Full time technology support team • Upkeep of hardware purchased • Security/loss prevention and inventory systems • Troubleshooting/ helpdesk support 	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Technology expenses</p>	
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Extended school year and extended school day. 188-day school year for more academic minutes and 12 PD days.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Extera #2 did provide an extended school year and extended school day. 188-day school year for more academic minutes and 12 PD/Planning days for teachers.</p>	<p>\$123,778 - LCFF - 1000-1999 Certificated Salaries - Longer School Year \$34,386 - LCFF - 3000-3999 Employee Benefits - Longer School Year</p>	

Analysis

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

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

All of the planned actions and services were implemented to achieve Goal #1. Improving student literacy was a high priority for our school therefore actions and services centered around all of the ways to increase student literacy. The Extera Public School #2 curriculum followed the California adoption of the Common Core State Standards (CCSS) for all subject areas and the Next Generation Science Standards. All students had access to CCSS aligned instructional material through an annual review of instructional material and the purchase of necessary instructional material. Internal monitoring of student mastery was implemented by teachers through regular review of student data and modifications to teaching strategies. Extera Public School #2 has been able to develop and maintain a high-quality and appropriately credentialed teaching staff and provide the teaching staff with professional development around balanced literacy. Our 1-to-1 technology standard has been fully implemented and maintained. Increased time for student learning was achieved by implementing an extended school day and extended school year as was planned in our actions and services.

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

The planned actions and services to achieve Goal #1 were effective overall. This is evidenced by our students achieving and exceeding the English Language Arts and Math goal on the SBAC. Additionally, the effectiveness of the planned actions and services is demonstrated by Extera Public School #2 students scoring higher proficiency levels than nearly all the neighboring traditional public schools in the content areas of ELA and Math. Extera Public School #2 is also enthusiastic about our consistent use of NWEA Map as well as other assessments to monitor student progress throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses to achieve Goal #1 were primarily instructional material costs, salary/personnel costs, technology costs and professional development costs. There was no material difference between budgeted expenditures and our estimated actual expenditures.

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

There were no changes to the goal, expected outcomes, metrics or actions and services to achieve this goal.

Goal 2

Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the Schools charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings. *2 Actions/Services*

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Panorama Parent Survey	2018-19 40% of parents will report that they are involved in the school on the annual parent survey	26% of Extera #2 parents indicated that they were involved in the school on the annual parent survey
Average Daily Attendance	2018-19 Extera Public School #2 students will have 96% average daily attendance	Extera #2 students had an ADA of 96.2%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Parent Classes • Monthly Coffee with The Principal meetings • An update of the Extera website with Edilio to make parent information more readily available online • Monthly parent newsletter • Back to School night • Annual Open House • Student-led conferences with parents during the grade reporting period • Annual Parent volunteer appreciation luncheon • Parent membership on School Site Council • Spanish translation of official school material and information 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>Parent outreach was active and on-going throughout the year at Extera #2 however this action/service was led by the School Director. All parent engagement is provided in both English and Spanish. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Parent Classes • Monthly Coffee with The Principal meetings • An update of the Extera website with Edilio to make parent information more readily available online • Back to School night • Annual Open House • Student-led conferences with parents during the grade reporting period • Annual Parent volunteer appreciation luncheon • Parent membership on School Site Council • Spanish translation of official school material and information 	<p>\$5,850 - LCFF - 2000-2999 Classified Salaries - Parent Liaison</p> <p>\$1,211 - LCFF - 3000-3999 Employee Benefits - Parent Liaison</p> <p>\$2,455 - LCFF - 5000-5999 Services and Other Operating Expenses - Website</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Ongoing community engagement led by a fulltime Community Liaison and Student Recruitment Team. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Annual Extera School wide Family Picnic • Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now. • New student/family recruitment and engagement activities 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>There was ongoing community engagement led by a fulltime Community Liaison and Student Recruitment Team throughout the school year. This included but is not limited to:</p> <ul style="list-style-type: none"> • Annual Extera School wide Family Picnic • Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now. • New student/family recruitment and engagement activities 	<p>\$82,076 - LCFF - 7000-7499 Other - School Support Services Fees: Community Liaison and Recruitment Team</p>	

Analysis

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

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

Implementation of the actions and services to achieve Goal #2 went fairly well. Parent participation in school governance did increase as evidenced by a parent member serving on the Extera Public Schools governing board as well as increased and regular participation of parents on the School Site Council and the DELAC. Parent outreach was led by part-time parent liaisons for part of the school year. Ultimately, the school decided to have the parent outreach managed by the School Director for the remainder of the school year. Community outreach and engagement was implemented as described in the actions and services.

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

The overall effectiveness of the actions and services to achieve Goal #2 was fair as measured by the LEA. Extera Public School's ADA of 96.2%% exceeds the target of 96% ADA. Parents and students demonstrate an understanding of the importance of regular daily attendance. A 96.2% ADA indicates that students and families feel good about coming to school. However, in the area of parent involvement, the school did not implement the parent liaison role for the entire school year as described in the actions and services to achieve Goal #2. Furthermore, the goal of 40% of parents indicating they are involved in school activities was not achieved. However, parents have indicated that the school increasingly meets the needs of their child and parents have indicated an increased overall satisfaction with the school climate based on survey results. Parents expressed increased satisfaction with how well the school activities match the interests of their child, an increased satisfaction with how the school is preparing students for the next academic year and a 6% increase in satisfaction with the overall approach to discipline.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

There were no changes made to the goal, the metrics or the expected outcomes. There was a modification to one of the actions and services as indicated in the analysis of the overall implementation of Goal #2. The part-time parent liaison service was fulfilled for a portion of the school year and the School Director's provided the service of parent outreach and engagement for the remainder of the school year.

Goal 3

Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Panorama Teacher and Staff "School Climate" section	2018-19 At least 80% of teachers and staff will indicate that the School Climate is favorable	79% of teachers and staff indicated that the School Climate is favorable.
Panorama Parent Survey "School Climate" section	2018-19 91% of parent respondents will indicate the school climate is Favorable on the annual survey	92% of parent respondents indicated that the school climate is favorable on the annual survey
Panorama Parent Survey "School Fit" section	2018-19 80% of parent respondents will describe "School Fit" as being favorable on the Annual Survey	84% of parent respondents described "School Fit" as being Favorable on the Annual Survey
Suspension	2018-19 The overall school suspension rate will be 1% or less.	The overall school suspension rate is 0.4%.
Suspension - Students with Disabilities	2018-19 The suspension rate for students with disabilities will be 3% or less.	The suspension rate for students with disabilities was 0%.

Expulsions

2018-19

The overall expulsion rate will be 0%

The overall expulsion rate was 0%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public School #2 is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>An annual Stakeholder Satisfaction survey was administered to board members, teachers, staff and parents in partnership with Panorama Education. Extera Public School #2 was able to get anonymous feedback regarding school climate, school leadership, staff relations and parent involvement. Twenty-five teachers and staff members completed the survey at Extera Public School #2. 193 families completed the annual survey.</p>	<p>\$2,374 - LCFF - 5000-5999 Services and Other Operating Expenses - Panorama Survey</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$24,565 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips</p>	

<p>Location:</p> <p>Extera Public School #2 will continue to build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:</p> <ul style="list-style-type: none"> • The Annual Boyle Heights History Hike • 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond. 	<p>Location:</p> <p>Extera Public School #2 did continue to build upon its school design to create meaningful, hands-on, place-based learning opportunities to support a sense of community and connectedness. Extera did provide:</p> <ul style="list-style-type: none"> • The Annual Boyle Heights History Hike. This year campuses held the hike on a site by site basis to try a different format. • 8-10 Learning Adventures and student field trips is the goal. This year, each grade level did not attend 8-10 Learning Adventures and field trips. Some grades did attend 8-10 field trips however a few grades attended 4-7 Learning Adventures and Field Trips. • An outdoor, overnight trip was provided to 5th grade students with the Ocean Institute in Dana Point. 		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Extera will provide a clean and safe learning environment for all students and staff.</p> <ul style="list-style-type: none"> • Facilities lease with LAUSD via 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Extera Public School #2 provided a clean and safe learning environment for all students and staff.</p> <ul style="list-style-type: none"> • Facilities were provided by a lease 	<p>\$108,139 - LCFF - 5000-5999 Services and Other Operating Expenses - Rent \$111,432 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Rent \$125,129 - LCFF - 5000-5999 Services and Other Operating Expenses - Campus/Supervision Aides</p>	

<p>Prop 39</p> <ul style="list-style-type: none"> • Employ adequate campus aides and yard supervision staff to manage recess and lunch activities. 	<p>with LAUSD to co-locate on District property</p> <ul style="list-style-type: none"> • Extera did employ adequate numbers of campus aides and provided yard supervision to manage recess and lunch activities. 	<p>\$25,902 - LCFF - 3000-3999 Employee Benefits - Campus/Supervision Aides</p>	
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Provide an After School program to extend the school day in a safe and structured environment. Beginning in the 18-19 School Year, the After School Program at Extera Public School #2 will benefit from the 21st Century Community Learning Centers Grant.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>Extera Public School #2 did provide an After School program to extend the school day in a safe and structured environment.</p>	<p>\$37,687 - LCFF - 5000-5999 Services and Other Operating Expenses - After School All Stars \$122,850 - After School Education & Safety - 5000-5999 Services and Other Operating Expenses - After School All Stars</p>	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>\$15,640 - LCFF - 2000-2999 Classified Salaries - Campus Support Position \$3,237 - LCFF - 3000-3999</p>	<p>- Position not filled - N/A - Position not filled</p>

<p>Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Improve positive school culture by hiring a Campus Support position that will be responsible for maintaining classroom environments that facilitate student learning and well-being.</p>	<p>Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Extera Public School #2 did not hire a Campus Support position. This role was part of our initial planned actions and services to address school climate issues such as chronic absenteeism, behavioral issues particularly with our low-income, academically low performing, students with disabilities and English Learners, we were able to address these challenges with our School Directors.</p>	<p>Employee Benefits - Campus Support Position</p>	
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Disaggregate data from survey responses for parents of English Learner and Low Income Students upon administering an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate,</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>This year, Extera Public School #2 did disaggregate data from survey responses of our parents. Responses were disaggregated based on parents of Special Education students and parents of English Learners. We did not disaggregate data based on income as family income status is similar among the majority of families we serve. The results of the survey let us know that parents of students with</p>	<p>\$0 - No additional cost</p>	

School Leadership, Staff Relations and Parent Involvement.

Special Needs and parents of English Learners responded similarly as other Extera Public School #2 parents. However in some areas, parents of students in these subgroups express slightly different responses than all other parents.

Analysis

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

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

Overall, Extera Public School #2 fulfilled the majority of the planned actions and services described to meet Goal #3. Extera Public School #2 is committed to being a neighborhood school that feels like an extension of the community and where parents and students feel welcome and comfortable. Extera Public School #2 is committed to being a school where students have opportunities to learn by doing and exploring as a way to supplement the traditional models of teaching and learning. Extera Public School #2 is committed to developing students who demonstrate the following Extera trailblazer traits: Innovative, Helpful, Responsible, Respectful, Safe and one who gives his or her best effort. There are many events and opportunities for families and students to feel connected to the school and for the school to connect with the greater community. Each year, there will always be certain hallmark or signature activities, resources and events such as a free after-school program, the Boyle Heights History Hike, annual stakeholder surveys and overnight Learning Adventures. In addition to these resources and opportunities to be engaged, Extera Public School #2 will add to or amend its approach based on feedback from staff students and families.

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

Based on the measures used to determine effectiveness of the actions and services to meet Goal #3, Extera Public School #2 was generally successful in achieving this goal. Favorable responses from parents regarding School Climate and School Fit exceeded the targets we set. Overall suspensions have decline 1.4% and declined 3.8% for students with disabilities. There were no student expulsions. The perception of the school climate among teachers and staff is only 1% point short of the target. Additionally, there are other positive indicators from staff and teachers particularly in the area of "opportunities for professional learning" where we saw a 10% point increase from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Extera Public School #2 did not fill the positions of School Campus Support Aide.

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

Extera Public School #2 will add student survey data in the Year 3 LCAP Plan, as a way to measure the effectiveness of the actions and strategies to achieve Goal #3.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Extera Public School #2 received feedback and consultation on the LCAP Annual Review and Analysis from all stakeholders including teachers, parents and school administrators. Feedback and consultation was provided in our School Site Council Meetings and also via our annual stakeholder surveys. Each action/service towards the primary goals identified in the LCAP was reviewed and analyzed and suggestions and feedback were provided in the form a report at the last School Site Council meeting of the year. A team of teachers including teacher representatives on the School Site Council analyzed and were consulted on Goal #1. A team of parents, including parent members of the School Site Council analyzed and were consulted on Goal #2. School Directors and Administrators reviewed and analyzed Goal #3. Each team reported out and discussed the LCAP and Annual Update. The LCAP Annual review and analysis were discussed at the following School Site Council meetings: January 14, 2019, February 11, 2019, and March 18, 2019. The final reports were shared out on May 6, 2019. The Extera Public School Board of Trustees consulted on the LCAP Annual Review on June 11, 2019. In addition to the teams that analyzed the LCAP in the School Site Council meetings, feedback was obtained during the annual stakeholder survey that is administered to all parents, teachers and staff from April 22 - April 26, 2019.

Impact on LCAP and Annual Update

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

The consultation with parents, teachers and administrators confirmed that the existing goals are the areas of focus we should continue to implement in the 19-20 LCAP. Input from teachers organization-wide indicated that we should modify the Professional Development provided to teachers by focusing more specifically on practical, foundational literacy strategies and Interactive Read Aloud that will build student comprehension skills.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the California Common Core State Standards (CCCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC (CAASP) results	<u>SBAC - Math</u> 25% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 31% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 37% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 47% of Students Meet or Exceed the Standards in Math
	<u>SBAC - ELA</u> 20% of Students Meet or	<u>SBAC - ELA</u> 30% of Students Meet or	<u>SBAC - ELA</u> 34% of Students Meet or	<u>SBAC - ELA</u> 39% of Students Meet or

Exceed the Standards in
ELA

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Utilize curricula aligned to the CCS Standards and Next Generation Science standards. This includes:

- Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Utilize curricula aligned to the CCS Standards and Next Generation Science standards. This includes:

- Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Utilize curricula aligned to the CCS Standards and Next Generation Science standards. This includes:

- Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart)

- Eureka Math
- History Alive!
- Foss Kits

Teachers also have access to the online components of the curricula.

- Eureka Math
- History Alive!
- Foss Kits

Teachers also have access to the online components of the curricula.

- Eureka Math
- History Alive!
- Foss Kits

Teachers also have access to the online components of the curricula.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,265	\$49,707	\$29,528
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4110, 4210 Budget	4000-4999 Books and Supplies; Curriculum	4000-4999 Books and Supplies; Curriculum

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps.

- Administer NWEA MAP assessments in the Fall, Winter and Spring all students and all grade levels.
- Administer the CAASP
- Administer the CELDT
- Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps.

- Administer NWEA MAP assessments in the Fall, Winter and Spring all students and all grade levels.
- Administer the CAASP
- Administer the CELDT
- Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis as well as appropriate supports for student learning gaps.

- Administer NWEA MAP assessments in the Fall, Winter and Spring all students and all grade levels.
- Administer the CAASP
- Administer the CELDT
- Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so

<p>instruction can be modified</p> <ul style="list-style-type: none"> • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math Dreambox, MobyMax, Khan Academy and Zearn ◦ Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>instruction can be modified</p> <ul style="list-style-type: none"> • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math Dreambox, MobyMax, Khan Academy and Zearn ◦ Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>instruction can be modified</p> <ul style="list-style-type: none"> • Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math Dreambox, MobyMax, Khan Academy and Zearn ◦ Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$4,765	\$4,813
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; NWEA MAP	4000-4999 Books and Supplies; NWEA MAP

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	<p>Intervention and support for English Learner and Low Income student learning gaps. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis.</p> <ul style="list-style-type: none"> • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention 	<p>Intervention and support for English Learner and Low Income student learning gaps. Internal monitoring of grade level mastery of the standards throughout the year on a trimester basis.</p> <ul style="list-style-type: none"> • Administer the CELDT • Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified • Halftime intervention specialist to facilitate in school reading intervention

	<p>program and afterschool math intervention</p> <ul style="list-style-type: none"> • Intervention program facilitated by Extera Support Teachers. • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math - Dreambox, Moby Max, Khan Academy and Zearn ◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program 	<p>program and afterschool math intervention</p> <ul style="list-style-type: none"> • Intervention program facilitated by Extera Support Teachers. • Intervention program material and applications include: <ul style="list-style-type: none"> ◦ Math - Dreambox, Moby Max, Khan Academy and Zearn ◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$12,819	\$22,231
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; ELD Coordinator	1000-1999 Certificated Salaries; ELD Coordinator
Amount	\$25,310	\$13,720	\$11,472
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; EL Coordinator, Intervention Specialist	1000-1999 Certificated Salaries; ELD Coordinator	1000-1999 Certificated Salaries; ELD Coordinator
Amount	\$0	\$26,539	\$40,214
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Intervention Specialist	1000-1999 Certificated Salaries; Intervention Specialist
Amount	\$13,900	\$3,296	\$1,039
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; NWEA/MAP Intervention Materials	4000-4999 Books and Supplies; Dreambox, Learning A-Z, Mobymax	4000-4999 Books and Supplies; Dreambox, Learning A-Z, Mobymax
Amount	\$0	\$119,537	\$67,828
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Support Teachers	1000-1999 Certificated Salaries; Support Teachers
Amount	\$0	\$152,463	\$200,851
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		1000-1999 Certificated Salaries; Support Teachers	1000-1999 Certificated Salaries; Support Teachers
Amount	\$0	\$88,683	\$0
Source		LCFF	
Budget Reference		1000-1999 Certificated Salaries; Apprentice Teachers	; NA
Amount	\$0	\$68,777	\$36,190
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Intervention Specialist, Support Teachers, Apprentice Teachers, ELD Coordinator Benefits	3000-3999 Employee Benefits; Intervention Specialist, Support Teachers, ELD Coordinator Benefits
Amount	\$0	\$42,354	\$55,797
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits; Support Teachers	3000-3999 Employee Benefits; Support Teachers
Amount	\$0	\$3,812	\$3,187
Source		Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference		3000-3999 Employee Benefits;	3000-3999 Employee Benefits;

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Extera #2 is implementing Year 2 of a significant investment in a 3-year Professional Development partnership with Growing Educators to support effective teaching practices and the full implementation of Common Core standards. Teachers are engaged in hands-on guidance from Growing Educators staff developers and learn the work involved in planning any unit of study, thus building the capacity of Extera teachers.

- Year 2 of a 3-year Growing Educators Professional Development agreement

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Extera #2 is implementing Year 2 of a significant investment in a 3-year Professional Development partnership with Growing Educators to support effective teaching practices and the full implementation of Common Core standards. Teachers are engaged in hands-on guidance from Growing Educators staff developers and learn the work involved in planning any unit of study, thus building the capacity of Extera teachers.

- Year 2 of a 3-year Growing Educators Professional Development agreement

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Extera is implementing Year 3 of a Professional Development plan focused on school-wide literacy and balanced literacy to support effective teaching practices and the full implementation of Common Core standards. Teachers are engaged in hands-on guidance from both internal staff developers as well as with research-based PD providers to learn the work involved in planning any unit of study, implementing interactive read-aloud and Reading Workshop, thus building the capacity of Extera Public School #2 teachers.

<ul style="list-style-type: none"> • Ongoing SBAC Professional Development series • Google Educator Training • Travel and Conferences connected to Professional Development 	<ul style="list-style-type: none"> • Ongoing SBAC Professional Development series • Google Educator Training • Travel and Conferences connected to Professional Development 	<ul style="list-style-type: none"> • Professional Development agreement focused on school-wide literacy and balanced literacy • Ongoing SBAC Professional Development series • Google Educator Training • Travel and Conferences connected to Professional Development
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$46,160	\$6,527	\$6,853
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Growing Educators Travel & Conference Costs	5000-5999 Services and Other Operating Expenses; Growing Educators	5000-5999 Services and Other Operating Expenses; Professional Development Educational Consultant
Amount	\$0	\$21,258	\$3,773
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		5000-5999 Services and Other Operating Expenses; Growing Educators	5000-5999 Services and Other Operating Expenses; Professional Development
Amount	\$0	\$6,893	\$6,233
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Travel & Conference	5000-5999 Services and Other Operating Expenses; Travel & Conference

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<p>Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> • BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation • Extera Teacher Career Pathway/Apprentice Teacher Program • Extensive teacher collaboration within and across grade levels 	<p>Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> • BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation • Extera Teacher Career Pathway/Apprentice Teacher Program • Extensive teacher collaboration within and across grade levels 	<p>Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> • BTSA (Beginning Teacher Support and Assessment) program in partnership with UCSD Extension. Extera provides a stipend to cover the cost for eligible teachers who agree to the requirements for participation • Extera Teacher Career Pathway/Apprentice Teacher Program • Extensive teacher collaboration within and across grade levels

<ul style="list-style-type: none"> • Competitive classified salaries and benefit • Competitive certificated salaries and benefit • Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance • Underwrite selective group of teachers to attend a National Board Certification preparation program 	<ul style="list-style-type: none"> • Competitive classified salaries and benefit • Competitive certificated salaries and benefit • Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance • Underwrite selective group of teachers to attend a National Board Certification preparation program 	<ul style="list-style-type: none"> • Competitive classified salaries and benefit • Competitive certificated salaries and benefit • Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance • Underwrite selective group of teachers to attend a National Board Certification preparation program
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$13,750	\$3,665	\$6,240
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; BTSA program	5000-5999 Services and Other Operating Expenses; BTSA	5000-5999 Services and Other Operating Expenses; BTSA
Amount	\$0	\$866,449	\$1,020,462
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$8,250	\$10,204
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Buy Back Sick Days	1000-1999 Certificated Salaries; Buy Back Sick Days
Amount	\$0	\$6,685	\$4,100
Source		LCFF	LCFF

Budget Reference		5000-5999 Services and Other Operating Expenses; National Board Certification	5000-5999 Services and Other Operating Expenses; National Board Certification
Amount	\$0	\$242,991	\$286,319
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Teacher Salaries, Buy Back Sick Days	3000-3999 Employee Benefits; Teacher Salaries, Buy Back Sick Days Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Acquire and maintain the technology infrastructure and digital resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School students have 1-to-1 technology starting in Kindergarten

- Full time technology support team
- Upkeep of hardware purchased
- Security/loss prevention and inventory systems

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Acquire and maintain the technology infrastructure and digital resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School students have 1-to-1 technology starting in Kindergarten

- Full time technology support team
- Upkeep of hardware purchased
- Security/loss prevention and inventory systems

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Acquire and maintain the technology infrastructure and digital resources students need to take the SBAC and gain general technology skills and strengths. Technology is incorporated throughout all subject matter and at all grade levels. Extera Public School students have 1-to-1 technology starting in Kindergarten

- Full time technology support team
- Upkeep of hardware purchased
- Security/loss prevention and inventory systems

- Troubleshooting/ helpdesk support

- Troubleshooting/ helpdesk support

- Troubleshooting/ helpdesk support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$58,975	\$46,193	\$65,284
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; School Support Fees, IT Staff	7000-7499 Other; School Support Services - Technology Staff	7000-7499 Other; School Support Services - Technology Staff
Amount	\$0	\$10,000	\$12,500
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Technology expenses	4000-4999 Books and Supplies; Technology Expenses

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Extended school year and extended school day. 195-day school year for more academic minutes.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Extended school year and extended school day. 188-day school year for more academic minutes and 12 PD days.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Extended school year and extended school day. 183-day school year for more academic minutes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$72,630	\$123,778	\$132,602

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 18 teachers x 15 days x \$269/day	1000-1999 Certificated Salaries; Longer School Year	1000-1999 Certificated Salaries; Longer School Year
Amount	\$0	\$34,386	\$36,837
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Longer School Year	3000-3999 Employee Benefits; Longer School Year, Benefits

Unchanged Goal

Goal 2

Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the Schools charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings. *2 Actions/Services*

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Panorama Parent Survey	31% favorable rate on parent involvement.	35% favorable rate on parent involvement.	40% favorable rate on parent involvement.	40% favorable rate on parent involvement.
Average Daily Attendance	95.4%	95.9%	96%	96%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:

- Parent Classes
- Monthly Coffee with The Principal meetings
- An update of the Extera website with

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:

- Parent Classes
- Monthly Coffee with The Principal meetings
- An update of the Extera website with

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ongoing parent outreach led by part-time parent liaisons. All parent engagement is provided in both English and Spanish. This will include but is not limited to:

- Parent Classes
- Monthly Coffee with The Principal meetings
- An update of the Extera website with

<p>Edilio to make parent information more readily available online</p> <ul style="list-style-type: none"> • Monthly parent newsletter • Back to School night • Annual Open House • Student-led conferences with parents during the grade reporting period • Annual Parent volunteer appreciation luncheon • Parent membership on School Site Council • Spanish translation of official school material and information 	<p>Edilio to make parent information more readily available online</p> <ul style="list-style-type: none"> • Monthly parent newsletter • Back to School night • Annual Open House • Student-led conferences with parents during the grade reporting period • Annual Parent volunteer appreciation luncheon • Parent membership on School Site Council • Spanish translation of official school material and information 	<p>Edilio to make parent information more readily available online</p> <ul style="list-style-type: none"> • Monthly parent newsletter • Back to School night • Annual Open House • Student-led conferences with parents during the grade reporting period • Annual Parent volunteer appreciation luncheon • Parent membership on School Site Council • Spanish translation of official school material and information
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$9,594	\$5,850	\$0
Source	LCFF	LCFF	
Budget Reference	2000-2999 Classified Salaries; Parent Liaisons	2000-2999 Classified Salaries; Parent Liaison	; NA
Amount	\$0	\$1,211	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Parent Liaison	; NA
Amount	\$2,234	\$2,455	\$3,360
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; School Support Services Fee - Website	5000-5999 Services and Other Operating Expenses; Website	5000-5999 Services and Other Operating Expenses; website

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<p>Ongoing community engagement led by a fulltime Community Liaison and Student Recruitment Team. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Annual Extera School wide Family Picnic • Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now. • New student/family recruitment and engagement activities 	<p>Ongoing community engagement led by a fulltime Community Liaison and Student Recruitment Team. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Annual Extera School wide Family Picnic • Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now. • New student/family recruitment and engagement activities 	<p>Ongoing community engagement led by a fulltime Community Liaison and Student Recruitment Team. This will include but is not limited to:</p> <ul style="list-style-type: none"> • Annual Extera School wide Family Picnic • Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now. • New student/family recruitment and engagement activities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$52,075	\$82,076	\$0
Source	LCFF	LCFF	
Budget Reference	7000-7499 Other; School Support Services Fee (Community Liaison & Recruitment Team Costs)	7000-7499 Other; School Support Services Fees: Community Liaison and Recruitment Team	; NA

Unchanged Goal

Goal 3

Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Panorama Teacher and Staff "School Climate" section	74%	76%	80%	80%
Panorama Parent Survey "School Climate" section	89%	90%	91%	91%
Panorama Parent Survey "School Fit" section	76%	77%	80%	84%
Suspension	1.5%	1.3%	1%	1%
Suspension - Students with Disabilities	6.7%	3%	3%	1.5%
Expulsions	0%	0%	0%	0%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public School #2 is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.	Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public School #2 is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.	Administer an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public School #2 is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,374	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Panorama	5000-5999 Services and Other Operating Expenses; Panorama Survey	5000-5999 Services and Other Operating Expenses; Panorama Survey

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<p>Extera Public School #2 will continue to build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:</p> <ul style="list-style-type: none"> • The Annual Boyle Heights History Hike • 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond. 	<p>Extera Public School #2 will continue to build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:</p> <ul style="list-style-type: none"> • The Annual Boyle Heights History Hike • 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond. 	<p>Extera Public School #2 will continue to build upon its school design to create meaningful hands-on, place-based learning opportunities to support a sense of community and connectedness. This includes but is not limited to:</p> <ul style="list-style-type: none"> • The Annual Boyle Heights History Hike • 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$37,815	\$24,565	\$27,550
Source		LCFF	LCFF
Budget Reference	; Field Trips	5000-5999 Services and Other Operating Expenses; Field Trips	5000-5999 Services and Other Operating Expenses; Field Trips

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Extera will provide a clean and safe learning environment for all students and staff.

- Facilities lease with LAUSD via Prop 39
- Employ adequate campus aides and yard supervision staff to manage recess and lunch activities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Extera will provide a clean and safe learning environment for all students and staff.

- Facilities lease with LAUSD via Prop 39
- Employ adequate campus aides and yard supervision staff to manage recess and lunch activities.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Extera will provide a clean and safe learning environment for all students and staff.

- Facilities lease with LAUSD via Prop 39
- Employ adequate campus aides and yard supervision staff to manage recess and lunch activities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$197,779	\$108,139	\$227,607
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	5000-5999 Services and Other Operating Expenses; Rent	5000-5999 Services and Other Operating Expenses; Rent
Amount	\$0	\$111,432	\$0
Source		Other Federal Funds	
Budget Reference		5000-5999 Services and Other Operating Expenses; Rent	; NA
Amount	\$131,018	\$125,129	\$138,113
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Campus/Supervision Aides	5000-5999 Services and Other Operating Expenses; Campus/Supervision Aides	5000-5999 Services and Other Operating Expenses; Campus/Supervision Aides
Amount	\$0	\$25,902	\$28,589
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Campus/Supervision Aides	3000-3999 Employee Benefits; Campus/Supervision Aides benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Provide an After School program to extend the school day in a safe and structured environment.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Provide an After School program to extend the school day in a safe and structured environment. Beginning in the 18-19 School Year, the After School Program at Extera Public School #2 will benefit from the 21st Century Community Learning Centers Grant.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Provide an After School program to extend the school day in a safe and structured environment. Beginning in the 18-19 School Year, the After School Program at Extera Public School #2 will benefit from the 21st Century Community Learning Centers Grant.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$100,000	\$37,687	\$39,847
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; After School All Stars	5000-5999 Services and Other Operating Expenses; After School All Stars	5000-5999 Services and Other Operating Expenses; After School All Stars
Amount	\$112,500	\$122,850	\$122,850
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	5000-5999 Services and Other Operating Expenses; After School All Stars	5000-5999 Services and Other Operating Expenses; After School All Stars	5000-5999 Services and Other Operating Expenses; After School All Stars

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	Improve positive school culture by hiring a Campus Support position that will be responsible for maintaining classroom environments that facilitate student learning and well-being.	Improve positive school culture by hiring a Campus Support position that will be responsible for maintaining classroom environments that facilitate student learning and well-being.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$15,640	\$0
Source		LCFF	
Budget Reference		2000-2999 Classified Salaries; Campus Support Position	; N/A
Amount	\$0	\$3,237	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Campus Support Position	; N/A

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	Unchanged Action
	Disaggregate data from survey responses for parents of English Learner and Low Income Students upon administering an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.	Disaggregate data from survey responses for parents of English Learner and Low Income Students upon administering an Annual Stakeholder Satisfaction survey to Board Members, Teachers, Staff and Parents. In partnership with a research-based survey development company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; No additional cost	; No additional cost

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$1,186,240

Percentage to Increase or Improve Services:

35.12%

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

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

Actions/Services contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 1: Action 4, Action 7

Goal 3: Action 2

Actions/Services contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 1, Action 2, Action 3, Action 5, Action 6

Goal 2: Action 1, Action 2

Goal 3: Action 1

Extera Public School #2 provides additional services to students who are low income, foster and English Learners to ensure these students have the added support and intervention to address their academic needs. In particular, the additional support intended to contribute to the increased services for unduplicated students groups, are teacher professional development focused on literacy, reading and writing. The professional development includes training on increasing teacher effectiveness to differentiate instruction within the classroom. This Professional development takes place at the beginning of the year and throughout the year for teachers to increase their skill to help our low income and English Learner students who demonstrate a below-grade level ability to access content. Additional support to meet the increased or improved services for Unduplicated Student Groups include Extera #2's extended school day and extended school year. Increased academic time is a benefit to all students but in particular it benefits low income and English Learner students who need additional time on tasks to make up for learning gaps. Also, Extera #2's place-based learning model that includes 8-10 learning adventures outside of the typical classroom setting are aimed at improving services to our Unduplicated Student Groups. These opportunities give students with different learning styles a chance to comprehend concepts and have a more thorough understanding of grade level standards.

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,105,893

34.74%

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

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

Actions/Services contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 1: Action 4, Action 7

Goal 3: Action 2

Actions/Services contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 1, Action 2, Action 3, Action 5, Action 6

Goal 2: Action 1, Action 2

Goal 3: Action 1

Extera Public School #2 provides additional services to students who are low income, foster and English Learners to ensure these students have the added support and intervention to address their academic needs. In particular, the additional support intended to contribute to the increased services for unduplicated students groups, are teacher professional development focused on literacy, reading and writing. The professional development includes training on increasing teacher effectiveness to differentiate instruction within the classroom. This Professional development takes place at the beginning of the year and throughout the year for teachers to increase their skill to help our low income and English Learner students who demonstrate a below-grade level ability to access content. Additional support to meet the increased or improved services for Unduplicated Student Groups include Extera #2's extended school day and extended school year. Increased academic time is a benefit to all students but in particular it benefits low income and English Learner students who need additional time on tasks to make up for learning gaps. Also, Extera #2's place-based learning model that includes 8-10 learning adventures outside of the typical classroom setting are aimed at improving services to our Unduplicated Student Groups. These opportunities give students with different learning styles a chance to comprehend concepts and have a more thorough understanding of grade level standards.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$2,632,094	\$86,709	\$2,654,973
1000-1999 Certificated Salaries	1,412,238	53,078	1,505,864
2000-2999 Classified Salaries	21,490	0	0
3000-3999 Employee Benefits	422,670	0	446,919
4000-4999 Books and Supplies	67,768	33,631	47,880
5000-5999 Services and Other Operating Expenses	579,659	0	589,026
7000-7499 Other	128,269	0	65,284

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$2,632,094	\$86,709	\$2,654,973
After School Education & Safety	122,850	0	122,850
Federal Revenues - Title I	194,817	0	256,648
Federal Revenues - Title II	21,258	0	3,773
Federal Revenues - Title III	17,532	13,720	14,659
Other Federal Funds	111,432	0	0
LCFF Base/Not Contributing to Increased or Improved Services	1,542,134	0	1,810,091
LCFF S & C/Contributing to Increased or Improved Services	622,071	72,989	446,952

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$2,632,094	\$86,709	\$2,654,973
1000-1999 Certificated Salaries	Federal Revenues - Title I	152,463	0	200,851
1000-1999 Certificated Salaries	Federal Revenues - Title III	13,720	13,720	11,472
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	874,699	0	1,030,666
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	371,356	39,358	262,875
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	5,850	0	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	15,640	0	0
3000-3999 Employee Benefits	Federal Revenues - Title I	42,354	0	55,797
3000-3999 Employee Benefits	Federal Revenues - Title III	3,812	0	3,187
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	270,104	0	314,908
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	106,400	0	73,027
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	14,765	0	17,313
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	53,003	33,631	30,567
5000-5999 Services and Other Operating Expenses	After School Education & Safety	122,850	0	122,850
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	21,258	0	3,773
5000-5999 Services and Other Operating Expenses	Other Federal Funds	111,432	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	248,447	0	381,920
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	75,672	0	80,483

Expenditures by Goal and Funding Source

Funding Source

2019

Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the California Common Core State Standards (CCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.

All Funding Sources	\$2,064,557
Federal Revenues - Title I	256,648
Federal Revenues - Title II	3,773
Federal Revenues - Title III	14,659
LCFF Base/Not Contributing to Increased or Improved Services	1,409,922
LCFF S & C/Contributing to Increased or Improved Services	379,555

Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the Schools charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings. *2 Actions/Services*

All Funding Sources	\$3,360
LCFF Base/Not Contributing to Increased or Improved Services	3,360

Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.

All Funding Sources	\$587,056
After School Education & Safety	122,850
Other Federal Funds	0

LCFF Base/Not Contributing to Increased or Improved Services	396,809
LCFF S & C/Contributing to Increased or Improved Services	67,397

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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Provide high quality instruction that includes access for all students to CCSS aligned instructional materials. Fully implement the California Common Core State Standards (CCSS) for the core subject areas of English language arts and mathematics so that all students and significant student subgroups score at a higher proficiency level than the median for neighboring traditional public schools on similar assessments in the content areas of English Language Arts/Literacy and Mathematics. Track student achievement longitudinally and respond to achievement data by modifying instruction and programs to meet long term growth expectations.

All Funding Sources	\$1,963,547	\$86,709
Federal Revenues - Title I	194,817	0
Federal Revenues - Title II	21,258	0
Federal Revenues - Title III	17,532	13,720
LCFF Base/Not Contributing to Increased or Improved Services	1,188,998	0
LCFF S & C/Contributing to Increased or Improved Services	540,942	72,989

Parents involvement will increase and parents will understand the academic and participation expectations of the school as well as what parents can expect from the school. Parents will be informed regarding the CCSS and the expectations contained within the Schools charter petition as they relate to values, mission, and academic goals of the School. Parent participation in local school governance will increase through active parent participation on the School Site Council and attendance at other relevant parent information meetings. *2 Actions/Services*

All Funding Sources	\$91,592	\$0
LCFF Base/Not Contributing to Increased or Improved Services	91,592	0

Students, parents and teachers will feel a sense of community and connectedness, to each other and to the values underlying the school. Students will demonstrate a commitment to making positive contributions to the school and local community by participating in activities and events that enhance the broader community. Students will reflect the core values of the school and adhere to the behavior expectations set by the school by exhibiting habits of responsible behavior.

All Funding Sources	\$576,955	\$0
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After School Education & Safety	122,850	0
Other Federal Funds	111,432	0
LCFF Base/Not Contributing to Increased or Improved Services	261,544	0
LCFF S & C/Contributing to Increased or Improved Services	81,129	0

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