

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Extera Public

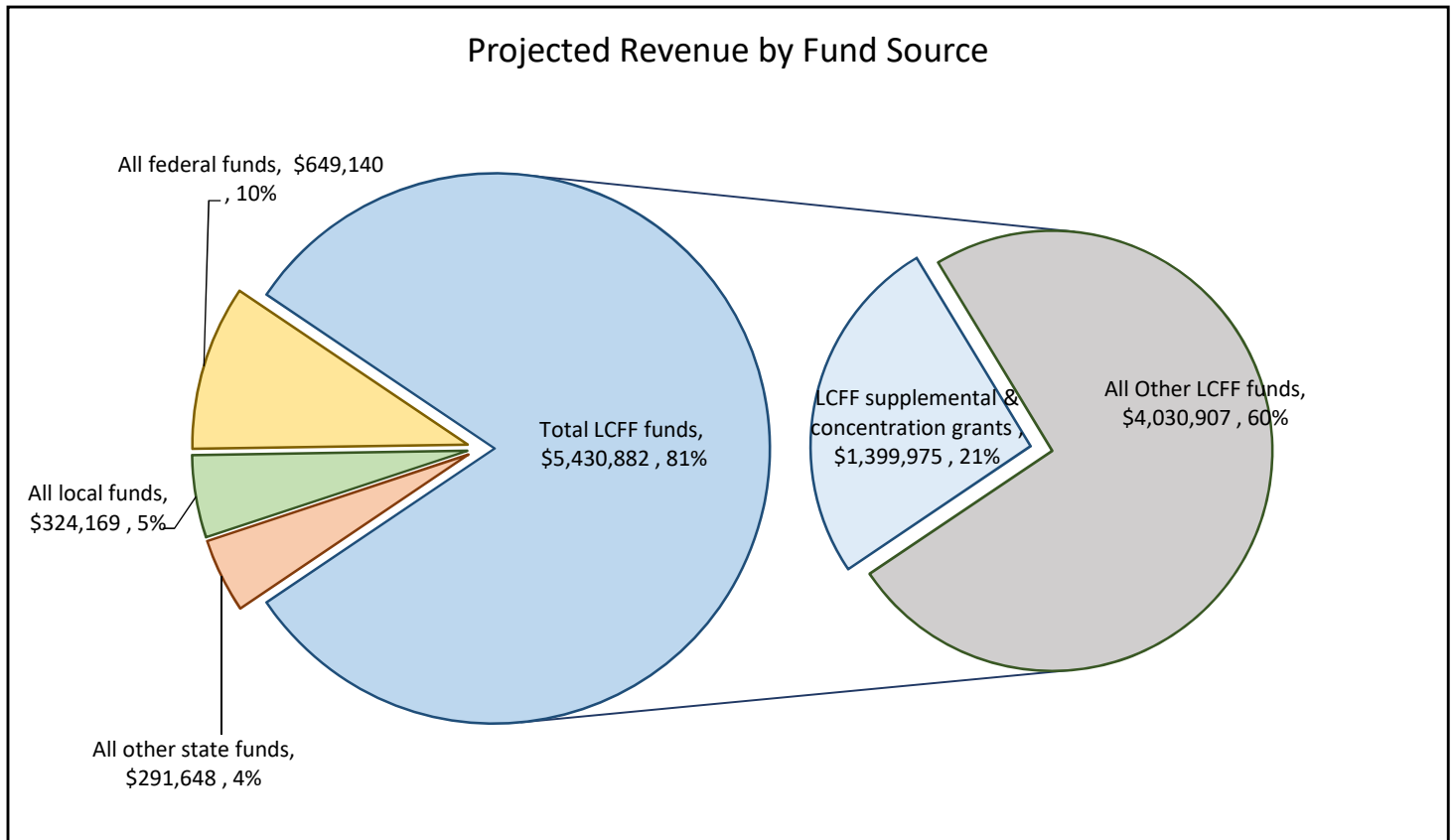
CDS Code: 19647330124198

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

LEA contact information: Jim Kennedy, CEO

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

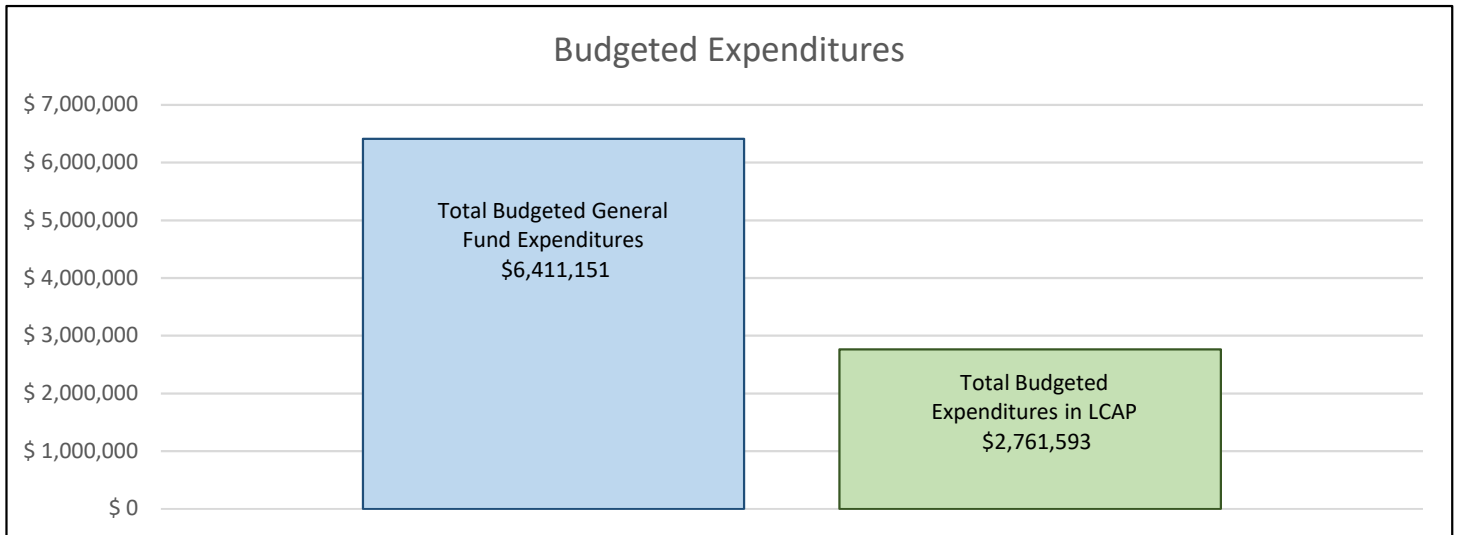


This chart shows the total general purpose revenue Extera Public expects to receive in the coming year from all sources.

The total revenue projected for Extera Public is \$6,695,839.00, of which \$5,430,882.00 is Local Control Funding Formula (LCFF), \$291,648.00 is other state funds, \$324,169.00 is local funds, and \$649,140.00 is federal funds. Of the \$5,430,882.00 in LCFF Funds, \$1,399,975.00 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 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 plans to spend \$6,411,151.00 for the 2019-20 school year. Of that amount, \$2,761,593.00 is tied to actions/services in the LCAP and \$3,649,558.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

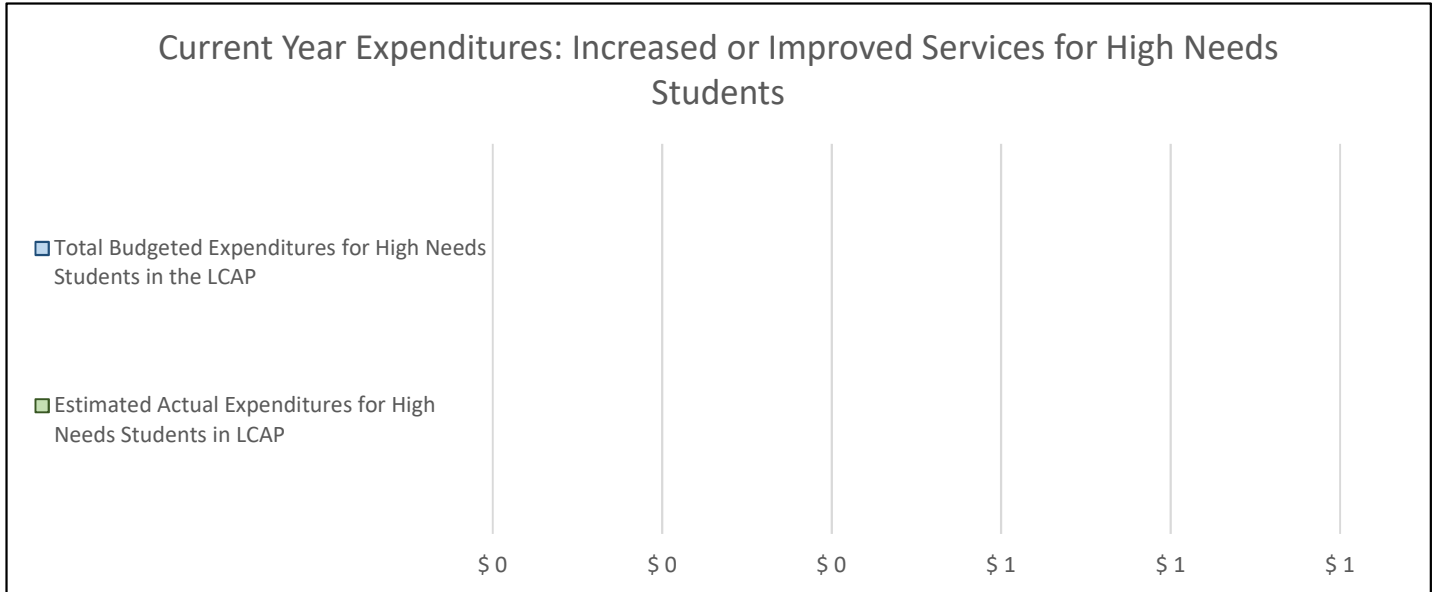
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Extera Public is projecting it will receive \$1,399,975.00 based on the enrollment of foster youth, English learner, and low-income students. Extera Public 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 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 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 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's LCAP budgeted \$0.00 for planned actions to increase or improve services for high needs students. Extera Public 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

Contact Name and Title

Jim Kennedy  
Chief Executive Officer

Email and Phone

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# 2017-20 Plan Summary

## The Story

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

Extera Public Schools is a K-8 public charter school with a total enrollment of 510 students. Through a school theme focused on the natural world and the inter-connectedness of all living things, children at Extera Public School 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's student population is 37.5% English learner (EL) with Spanish as the primary home language. 96% are classified as Socioeconomically Disadvantaged, our LCFF Unduplicated count is 98%.

Extera Public School serves the communities of Boyle Heights and East Los Angeles, specifically the primary zip code of 90033. This community is located east of downtown Los Angeles and the Los Angeles River. The total population for this area is 48,277 covering 3.3 square miles. The average age of residents in this area is 29.4 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 is 91% Hispanic compared to 48% Hispanic for Los Angeles County. The median income for the targeted population (\$27,622) is 46.7% of the median income for Los Angeles County (\$59,134). In the 90033 area code 36.9% of total residents live below the poverty line and 52% of all children ages 18 and under live below the poverty line. Of the population who are 25 years of age or older, 54% have no high school diploma. Only 8.3% of adults 25 years of age or older have a bachelors degree or higher. 86% of children ages 5-17 primarily speak Spanish at home.

Extera Public School 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

**K-8 Span School** – A research-based model that positively impacts the behavior and academic achievement of middle school age students. There is only 1 other K-8 Span School in the community we serve

**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 teachers, parents, administrators and board members, Extera Public School 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 (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.

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

- Extera Public School 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 teachers will focus more specifically on Interactive Read Aloud and other building blocks to support a strong foundation of literacy for Extera students.
- Extera 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 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.

- In the 19-20 LCAP, Extera Public School parents recommend more enrichment opportunities during the school day to increase school spirit, student engagement and parent satisfaction. This action includes increased opportunities for students to participate in music, sports and school events. This will be measured by a student survey.

**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.

- To meet Goal #3, Extera Public School has added a new action to address mental health and well-being of students. In collaboration with our

partner, Alma Family Services, a counseling intern that reports to a licensed counselor will provide a minimum of 400 hours of support to Extera students. The counselor will also help facilitate communication with students and address barriers to academic achievement such as behavioral or social challenges. Also, in collaboration with Alma Family Services the counseling intern will coordinate training on how children respond to trauma and training on social-emotional skills particularly impulse control and empathy.

## 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 ELA because our school was able to improve 8.91% percentage points and all of our subgroups experienced improvement as well. The increase in scores in can be attributed to our teachers improving their effective use of small group differentiation. Teachers reflect on their teaching practices, regroup their students, and implement various reading strategies and programs that have been effective. Teachers and support teachers have used Reading A to Z and Read Naturally to monitor student reading levels at least every two months or more. Support teachers work in the classrooms on a daily basis in small groups, individually, before and after school supporting students in attaining their reading goals. In reviewing the CA Dashboard, in ELA, Extera Public School students increased overall by 17.2 points. There are no students subgroups that are more than two color bands lower than all students in ELA. Another area of greatest performance for Extera Public School is with English Learners. EPS has worked diligently to address the learning gaps with our English Learners (EL). In ELA, the percent of students meeting and exceeding the standard has increased from 9.35% (2016-2017) to 13.25% (2017-2018). In Math, the percent of students meeting and exceeding the standard increased from 8.26% (2016-2017) to 10.59% (2017-2018).

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

Students with Disabilities in ELA the performance category is Orange and for Students with Disabilities the performance category in Math is Red. We have taken steps to increase the training that our RSTs receive in regards to our math curriculum to ensure that RSTs are supporting grade level math content in the Learning Center while also working to close gaps in knowledge at the same time. In 2017-2018, the number of students tested who were identified as having a disability was 50. And the percentage of students meeting and exceeding the standard in ELA in this subgroup increased significantly from 14.04% to 22.00%. The percentage of students meeting and exceeding the standard in Math in this subgroup decreased slightly from 18.52% to 16.00%. By analyzing our scores between years, we are able to see that all of the the students at Extera Breed meeting or exceeding during 2016-2017 continued to meet or exceed the standards. At Extera 2nd St, we had two students move from proficient or advanced to nearly met, and one student move from nearly met to proficient or advanced. This caused the decrease from 18.52% to 16.00%.

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 School Dashboard, there are no student groups that are two or more performance levels below the all student performance. Internally Extera will work to close the performance gap of our middle school students. Over 50% of our 7th and 8th graders did not meet the standard. Our middle school math scores have been an area of improvement and this year we are excited to have a veteran math teacher participate in the Teach Plus National School Improvement (NSI) Fellowship in which she will work with schools in Los Angeles and Chicago to problem solve the math achievement gap for middle school students of color. She is being trained on improvement science techniques and cycles by the Rennie Center to bring back to our middle school team to take action now to improve our middle school math outcomes. The data from 2016-2017 and 2017-2018 really shows how much we need to focus on improving middle school math learning for our students.

## 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
<b>SBAC (CAASP) Results - Met or Exceeded the Standards</b>	<b>2018-19</b>	
	<u>SBAC - Math</u>	<u>SBAC - Math</u>
	40% of Students Meet or Exceed the Standards in Math	31.37% of Students Met or Exceeded the Standards in Math
	<u>SBAC - ELA</u>	<u>SBAC - ELA</u>
	40% of Students Meet or Exceed the Standards in ELA	41.97% 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart)</li> <li>• Eureka Math</li> <li>• History Alive!</li> <li>• Foss Kits</li> </ul> <p>Teachers also have access to the online components of the curricula.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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 includes:</p> <ul style="list-style-type: none"> <li>• Wonders (with English Language Development components so that ELD is incorporated in instruction, not separate or apart)</li> <li>• Eureka Math</li> <li>• History Alive!</li> <li>• Foss Kits</li> </ul> <p>Teachers also have access to the online components of the curricula.</p>	<p>\$52,173 - LCFF - 4000-4999 Books and Supplies - Curriculum &amp; Textbook costs</p>	<p>\$52,173 - LCFF - 4000-4999 Books and Supplies - Curriculum &amp; Textbook costs</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$6,348 - LCFF - 4000-4999 Books and Supplies - NWEA/MAP</p>	<p>\$7,070 - LCFF - 4000-4999 Books and Supplies - NWEA/MAP</p>

Students to be Served: All

Location:

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 instruction can be modified
- Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention
- Intervention program material and applications include:
  - Math Dreambox, MobyMax, Khan Academy and Zearn
  - Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program

Students to be Served:

Scope of Service:

Location:

Externa monitored 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 instruction can be modified
- Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention
- Intervention program material and applications include:
  - Math Dreambox, MobyMax, Khan Academy and Zearn
  - Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <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"> <li>• Administer the CELDT</li> <li>• Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified</li> <li>• Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention</li> <li>• Intervention program facilitated by Extera Support Teachers.</li> <li>• Intervention program material and applications include:               <ul style="list-style-type: none"> <li>◦ Math - Dreambox, Moby Max, Khan Academy and Zearn</li> <li>◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention Program</li> </ul> </li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <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"> <li>• Administer the CELDT</li> <li>• Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified</li> <li>• Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention</li> <li>• Intervention program facilitated by Extera Support Teachers.</li> <li>• Intervention program material and applications include:               <ul style="list-style-type: none"> <li>◦ Math - Dreambox, Moby Max, Khan Academy and Zearn</li> <li>◦ Reading - Making Sense of Phonics, Reading A-Z and Fountas and Pinnell Leveled Literacy Intervention</li> </ul> </li> </ul>	<p>\$27,750 - LCFF - 1000-1999 Certificated Salaries - ELD Coordinator \$15,426 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - ELD Coordinator \$7,709 - LCFF - 3000-3999 Employee Benefits - ELD Coordinator \$4,285 - Federal Revenues - Title III - 3000-3999 Employee Benefits - ELD Coordinator \$44,205 - LCFF - 1000-1999 Certificated Salaries - Intervention Specialist \$12,280 - LCFF - 3000-3999 Employee Benefits - Intervention Specialist \$3,633 - LCFF - 4000-4999 Books and Supplies - Dreambox, Learning to A-Z \$121,826 - LCFF - 1000-1999 Certificated Salaries - Support Teachers \$183,774 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Support Teachers \$33,843 - LCFF - 3000-3999 Employee Benefits - Support Teachers \$51,052 - Federal Revenues - Title I - 3000-3999 Employee</p>	<p>\$27,750 - LCFF - 1000-1999 Certificated Salaries - ELD Coordinator \$15,426 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - ELD Coordinator \$7,709 - LCFF - 3000-3999 Employee Benefits - ELD Coordinator \$4,285 - Federal Revenues - Title III - 3000-3999 Employee Benefits - ELD Coordinator \$50,725 - LCFF - 1000-1999 Certificated Salaries \$12,280 - LCFF - 3000-3999 Employee Benefits - Intervention Specialist \$450 - LCFF - 4000-4999 Books and Supplies - Dreambox, Learning to A-Z \$121,826 - LCFF - 1000-1999 Certificated Salaries - Support Teachers \$183,774 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Support Teachers \$51,052 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Support Teachers \$133,024 - LCFF - 1000-1999 Certificated Salaries - Apprentice</p>

	Program	Benefits - Support Teachers \$133,024 - LCFF - 1000-1999 Certificated Salaries - Apprentice Teachers \$36,954 - LCFF - 3000-3999 Employee Benefits - Apprentice Teachers	Teachers \$36,954 - LCFF - 3000-3999 Employee Benefits - Apprentice Teachers
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Extera 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"> <li>• Year 2 of a 3-year Growing Educators Professional Development agreement</li> <li>• Ongoing SBAC Professional Development series</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</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"> <li>• Year 2 of a 3-year Growing Educators Professional Development agreement</li> <li>• Ongoing SBAC Professional Development series</li> </ul>	<p>\$26,596 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Growing Educators \$12,104 - LCFF - 5000-5999 Services and Other Operating Expenses - Growing Educators \$10,279 - LCFF - 5000-5999 Services and Other Operating Expenses - Travel &amp; Conference (5200)</p>	<p>\$23,328 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Growing Educators \$15,372 - LCFF - 5000-5999 Services and Other Operating Expenses - Growing Educators \$1,800 - LCFF - 5000-5999 Services and Other Operating Expenses - Travel &amp; Conference (5200)</p>

- Google Educator Training
- Travel and Conferences connected to Professional Development

- Google Educator Training
- Travel and Conferences connected to Professional Development

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• 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</li> <li>• Extera Teacher Career Pathway/Apprentice Teacher Program</li> <li>• Extensive teacher collaboration within and across grade levels</li> <li>• Competitive classified salaries and benefit</li> <li>• Competitive certificated salaries and benefit</li> <li>• Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>Extera was able to attract, develop and maintain a high-quality and appropriately credentialed teaching staff.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Extera Teacher Career Pathway/Apprentice Teacher Program</li> <li>• Extensive teacher collaboration within and across grade levels</li> <li>• Competitive classified salaries and benefit</li> <li>• Competitive certificated salaries and benefit</li> <li>• Policy that allows buy-back of unused sick days at the end of the school year to incentivize teacher and School Director attendance</li> </ul>	<p>\$10,995 - LCFF - 5000-5999 Services and Other Operating Expenses - Clear Credential/BTSA Support</p> <p>\$1,110,802 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p> <p>\$10,875 - LCFF - 1000-1999 Certificated Salaries - Buy Back Sick Days</p> <p>\$4,775 - LCFF - 5000-5999 Services and Other Operating Expenses - National Board Certification</p> <p>\$311,602 - LCFF - 3000-3999 Employee Benefits - Teacher Salaries, Buy Back Sick Days</p>	<p>\$10,995 - LCFF - 5000-5999 Services and Other Operating Expenses - Clear Credential/BTSA Support</p> <p>\$993,753 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p> <p>\$9,938 - LCFF - 1000-1999 Certificated Salaries - Buy Back Sick Days</p> <p>\$4,775 - LCFF - 5000-5999 Services and Other Operating Expenses - National Board Certification</p> <p>\$278,825 - LCFF - 3000-3999 Employee Benefits - Teacher Salaries, Buy Back Sick Days</p>

<ul style="list-style-type: none"> <li>Underwrite selective group of teachers to attend a National Board Certification preparation program</li> </ul>	<ul style="list-style-type: none"> <li>No EPS teachers pursued National Board Certification preparation program in the 18-19 school year.</li> </ul>		
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### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>Full time technology support team</li> <li>Upkeep of hardware purchased</li> <li>Security/loss prevention and inventory systems</li> <li>Troubleshooting/ helpdesk support</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <p>Extera did 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"> <li>Full time technology support team</li> <li>Upkeep of hardware purchased</li> <li>Security/loss prevention and inventory systems</li> <li>Troubleshooting/ helpdesk support</li> </ul>	<p>\$58,791 - LCFF - 7000-7499 Other - School Support Services Fee - IT Staff \$10,000 - LCFF - 4000-4999 Books and Supplies - Tech Replacement Budget</p>	<p>\$58,791 - LCFF - 7000-7499 Other - School Support Services Fee - IT Staff \$10,000 - LCFF - 4000-4999 Books and Supplies - Tech Replacement Budget</p>

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$177,690 - LCFF - 1000-1999 Certificated Salaries - Extended School Year (More School</p>	<p>\$177,690 - LCFF - 1000-1999 Certificated Salaries - Extended School Year (More School</p>

<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Extended school year and extended school day. 188-day school year for more academic minutes.</p>	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Extera 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>Days/More PD Days) \$49,362 - LCFF - 3000-3999 Employee Benefits - Longer School Year</p>	<p>Days/More PD Days) \$49,362 - LCFF - 3000-3999 Employee Benefits - Longer School Year</p>
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## 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 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 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 achievement of the English Language Arts goal on the SBAC. Additionally, the effectiveness of the planned actions and services is demonstrated by Extera Public School students scoring higher proficiency levels than nearly all the neighboring traditional public schools in the content areas of ELA and Math. Extera Public School is also enthusiastic about our 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
<b>Panorama Parent Survey</b>	<b>2018-19</b> 40% of parents will report that they are involved in the school on the annual parent survey	26% of Extera parents indicated that they were involved in the school on the annual parent survey
<b>Average Daily Attendance</b>	<b>2018-19</b> Extera students will have 96% average daily attendance	Extera students had an ADA of 95.6%

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Parent Classes</li> <li>• Monthly Coffee with The Principal meetings</li> <li>• An update of the Extera website with Edilio to make parent information more readily available online</li> <li>• Monthly parent newsletter</li> <li>• Back to School night</li> <li>• Annual Open House</li> <li>• Student-led conferences with parents during the grade reporting period</li> <li>• Annual Parent volunteer appreciation luncheon</li> <li>• Parent membership on School Site Council</li> <li>• Spanish translation of official school material and information</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <p>Parent outreach was active and on-going throughout the year at Extera 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"> <li>• Parent Classes</li> <li>• Monthly Coffee with The Principal meetings</li> <li>• An update of the Extera website with Edilio to make parent information more readily available online</li> <li>• Back to School night</li> <li>• Annual Open House</li> <li>• Student-led conferences with parents during the grade reporting period</li> <li>• Annual Parent volunteer appreciation luncheon</li> <li>• Parent membership on School Site Council</li> <li>• Spanish translation of official school material and information</li> </ul>	<p>\$3,125 - LCFF - 7000-7499 Other - 7311 School Support Services Fee website \$5,850 - LCFF - 2000-2999 Classified Salaries - Parent Liaisons \$1,211 - LCFF - 3000-3999 Employee Benefits - Part-time parent Liaison</p>	<p>\$3,125 - LCFF - 7000-7499 Other - 7311 School Support Services Fee website \$5,850 - LCFF - 2000-2999 Classified Salaries - Parent Liaisons \$1,211 - LCFF - 3000-3999 Employee Benefits - Part-time parent Liaison</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Annual Extera School wide Family Picnic</li> <li>• Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now.</li> <li>• New student/family recruitment and engagement activities</li> </ul>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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"> <li>• Annual Extera School wide Family Picnic</li> <li>• Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now.</li> <li>• New student/family recruitment and engagement activities</li> </ul>	<p>\$104,460 - LCFF - 7000-7499 Other - Community Liaison &amp; Recruitment Team Costs</p>	<p>\$104,460 - LCFF - 7000-7499 Other - Community Liaison &amp; Recruitment Team Costs</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 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 95.6% is very close to the target of 96% ADA. Parents and students demonstrate an understanding of the importance of regular daily attendance. A 95.6% 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 a 12% increase in 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, as well as increased 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
<b>Panorama Teacher and Staff "School Climate" section</b>	<b>2018-19</b> At least 65% of teachers and staff will indicate that the School Climate is Favorable	61% of teachers and staff indicated that the School Climate is Favorable
<b>Panorama Parent Survey "School Climate" section</b>	<b>2018-19</b> 76% of parent respondents will indicate the School Climate is Favorable on the annual survey	84% of parent respondents indicated that the School Climate is Favorable on the annual survey
<b>Panorama Parent Survey "School Fit" section</b>	<b>2018-19</b> 65% of parent respondents will describe "School Fit" as being favorable on the Annual Survey	73% of parent respondents described "School Fit" as being Favorable on the Annual Survey
<b>Suspension</b>	<b>2018-19</b> The overall school suspension rate will be 1% or less.	The overall school suspension rate was 1.1%.
<b>Suspension - Students with Disabilities</b>	<b>2018-19</b> The suspension rate for Students with Disabilities will be 3% or less.	The suspension rate for Students with Disabilities was 4%.

**Expulsion**

**2018-19**

The overall expulsion rate will be 0%.

The 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 is able to get anonymous feedback regarding school climate, school leadership, staff relations and parent involvement.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></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 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. 256 families completed the annual survey.</p>	<p>\$2,254 - LCFF - 5000-5999 Services and Other Operating Expenses - Panorama</p>	<p>\$2,254 - 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$74,650 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips</p>	<p>\$74,650 - LCFF - 5000-5999 Services and Other Operating Expenses - Field Trips</p>

<p>Location:</p> <p>Extera 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"> <li>• The Annual Boyle Heights History Hike</li> <li>• 8-10 Learning Adventures and student field trips per grade to expose students to learning opportunities in their neighborhood and beyond.</li> <li>• Outdoor, overnight trips for students in grades 6-8 to locations such as Yosemite, Santa Monica Mountains and Channel Islands.</li> </ul>	<p>Location:</p> <p>Extera Public School 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"> <li>• The Annual Boyle Heights History Hike. This year campuses held the hike on a site by site basis to try a different format.</li> <li>• 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.</li> <li>• Outdoor, overnight trips were provided to students in grades 6, 7 and 8. 6th grade students went to Joshua Tree, 7th grade students went to El Capitan Canyon in Santa Barbara and 8th grade students went to Yosemite.</li> </ul>		
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <p>Extera will provide a clean and safe</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <p>Extera provided a clean and safe learning</p>	<p>\$126,111 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent \$160,230 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Prop</p>	<p>\$126,111 - LCFF - 5000-5999 Services and Other Operating Expenses - Prop 39 Rent \$186,145 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Prop</p>



<p>learning environment for all students and staff.</p> <ul style="list-style-type: none"> <li>Facilities lease with LAUSD via Prop 39</li> <li>Employ adequate campus aides and yard supervision staff to manage recess and lunch activities.</li> </ul>	<p>environment for all students and staff.</p> <ul style="list-style-type: none"> <li>Facilities were provided by a lease with LAUSD to co-locate on District property</li> <li>Extera did employ adequate numbers of campus aides and provided yard supervision to manage recess and lunch activities.</li> </ul>	<p>39 Rent \$200,146 - LCFF - 2000-2999 Classified Salaries - Campus/Supervision Aides \$41,430 - LCFF - 3000-3999 Employee Benefits - Campus/Supervision Aides</p>	<p>39 Rent \$199,496 - LCFF - 2000-2999 Classified Salaries - Campus/Supervision Aides \$41,296 - 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Extera did provide an After School program to extend the school day in a safe and structured environment.</p>	<p>\$163,800 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - After School All Stars \$121,488 - LCFF - 5000-5999 Services and Other Operating Expenses - After School All Stars</p>	<p>\$163,800 - After School Education &amp; Safety - 5000-5999 Services and Other Operating Expenses - After School All Stars \$121,488 - LCFF - 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><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p>	<p>\$70,000 - LCFF - 1000-1999 Certificated Salaries - Assistant Director \$19,446 - LCFF - 3000-3999 Employee</p>	<p>- LCFF - 1000-1999 Certificated Salaries - Position not filled - LCFF - 3000-3999 Employee Benefits - N/A - Position not filled</p>

<p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Improve positive school culture by hiring an Assistant School Director to address School Climate issues such as chronic absenteeism and implement Positive Behavioral Intervention and Support protocols particularly for Low-Income students, our academically lowest performing students, students with disabilities and English Learner students.</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>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Extera Public School did not hire an Assistant School Director or a Campus Support position. While these two roles were part of our initial planned actions and services to address school climate issues such as chronic absenteeism, behavioral issues particularly low-income, academically low performing, students with disabilities and English Learners, we were able to address these challenges with our School Directors.</p>	<p>Benefits - Assistant Director \$15,640 - LCFF - 2000-2999 Classified Salaries - Campus Support \$3,237 - LCFF - 3000-3999 Employee Benefits - Campus Support</p>	<p>- LCFF - 2000-2999 Classified Salaries - Position not filled \$0 - LCFF - 3000-3999 Employee Benefits - N/A - Position not filled</p>
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></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</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>This year, Extera 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</p>	<p>\$0 - No additional cost.</p>	

company called Panorama, Extera Public Schools is able to get anonymous feedback regarding School Climate, School Leadership, Staff Relations and Parent Involvement.

majority of families we serve. The results of the survey let us know that parents of students with Special Needs and parents of English Learners responded similarly as other Extera 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 fulfilled the majority of the planned actions and services described to meet Goal #3. Extera Public School 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 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 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 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 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 1.3% and decined 3.1% for Students with Disabilities. There were no student expulsions. The perception of the school climate among teachers and staff is an area for growth and improvement. Extera Public School did not meet this target however there are some positive indicators in this area such as teachers and staff see strong growth in respectful relations between students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Extera Public School did not fill the positions of Assistant School Director or School Campus Support Aide. This is a material difference of \$108,323.

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 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 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: November 30, 2018 and April 26, 2019. The final reports were shared out on May 23, 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 consultations with the teachers, parents and administrators who reviewed the LCAP in School Site Council impacted the LCAP by adding a new action/strategy to meet Goal #3. Stakeholders strongly recommended increased counseling services particularly for unduplicated pupils. Administrators and teachers identified the need for more focus on the mental health and well being of students. Parents also indicated that more in-school enrichment opportunities such as music, sports and school events will also contribute to an improved sense of well-being among students and greater satisfaction from parents.

# 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 - Met or Exceeded the Standards	<u>SBAC - Math</u> 35% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 35% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 40% of Students Meet or Exceed the Standards in Math	<u>SBAC - Math</u> 45% of Students Meet or Exceed the Standards in Math
	<u>SBAC - ELA</u> 27% of Students Meet or	<u>SBAC - ELA</u> 40% of Students Meet or	<u>SBAC - ELA</u> 40% of Students Meet or	<u>SBAC - ELA</u> 42% of Students Meet or

Exceed the Standards in  
ELA

Exceed the Standards in  
ELA

Exceed the Standards in  
ELA

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	\$86,198	\$52,173	\$53,271
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Objects 4110 and 4210	4000-4999 Books and Supplies; Curriculum & Textbook costs	4000-4999 Books and Supplies; Curriculum & Textbook costs

## 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

**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

**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 instruction can be modified

- Halftime intervention specialist to facilitate in school reading intervention program and afterschool math intervention
- Intervention program material and applications include:
  - Math Dreambox, MobyMax, Khan Academy and Zearn
  - Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program

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:
  - Math Dreambox, MobyMax, Khan Academy and Zearn
  - Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program

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:
  - Math Dreambox, MobyMax, Khan Academy and Zearn
  - Reading Making Sense of Phonics, Reading AZ and Fountas and Pinnell Leveled Literacy Intervention Program

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$6,348	\$7,070
Source		LCFF	LCFF
Budget Reference	; na	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"> <li>• Administer the CELDT</li> <li>• Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified</li> <li>• Halftime intervention specialist to facilitate in school reading intervention</li> </ul>	<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"> <li>• Administer the CELDT</li> <li>• Fulltime ELD and Testing Coordinator who monitors and examines internal test data to identify learning gaps so instruction can be modified</li> <li>• Halftime intervention specialist to facilitate in school reading intervention</li> </ul>

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

	2017-18	2018-19	2019-20
Amount	\$0	\$27,750	\$43,518
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; ELD Coordinator	1000-1999 Certificated Salaries; ELD Coordinator
Amount	\$0	\$15,426	\$11,472
Source		Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference		1000-1999 Certificated Salaries; ELD Coordinator	1000-1999 Certificated Salaries; ELD Coordinator
Amount	\$0	\$7,709	\$12,089
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; ELD Coordinator	3000-3999 Employee Benefits; ELD Coordinator
Amount	\$0	\$4,285	\$3,187
Source		Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference		3000-3999 Employee Benefits; ELD Coordinator	3000-3999 Employee Benefits; ELD Coordinator
Amount	\$0	\$44,205	\$53,153
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Intervention Specialist	1000-1999 Certificated Salaries; Intervention Specialist
Amount	\$0	\$12,280	\$14,766
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Intervention Specialist	3000-3999 Employee Benefits; Intervention Specialist
Amount	\$0	\$3,633	\$1,039
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Dreambox, Learning to A-Z	4000-4999 Books and Supplies; Dreambox, Learning to A-Z
Amount	\$0	\$121,826	\$195,690
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Support Teachers	1000-1999 Certificated Salaries; Support Teachers
Amount	\$0	\$183,774	\$173,679
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	\$33,843	\$54,363
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Support Teachers	3000-3999 Employee Benefits; Support Teachers

Amount	\$0	\$51,052	\$48,248
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	\$133,024	\$0
Source		LCFF	
Budget Reference		1000-1999 Certificated Salaries; Apprentice Teachers	; NA
Amount	\$0	\$36,954	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Apprentice Teachers	

## 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 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 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 teachers.



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

	2017-18	2018-19	2019-20
Amount	\$0	\$26,596	\$25,769
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; Teacher Professional Development
Amount	\$0	\$12,104	\$0
Source		LCFF	
Budget Reference		5000-5999 Services and Other Operating Expenses; Growing Educators	; NA
Amount	\$0	\$10,279	\$13,921
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Travel & Conference (5200)	5000-5999 Services and Other Operating Expenses; Travel & Conferences

## 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:

Unchanged Action

Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.

- 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

**2018-19**

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

Unchanged Action

Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.

- 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

**2019-20**

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

Unchanged Action

Attract, develop and maintain a high-quality and appropriately credentialed teaching staff.

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

	2017-18	2018-19	2019-20
Amount	\$0	\$10,995	\$11,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Clear Credential/BTSA Support	5000-5999 Services and Other Operating Expenses; BTSA Support
Amount	\$0	\$1,110,802	\$1,228,730
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$10,875	\$12,030
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Buy Back Sick Days	1000-1999 Certificated Salaries; Buy Back Sick Days
Amount	\$0	\$4,775	\$4,775
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	\$311,602	\$3,342
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Teacher Salaries, Buy Back Sick Days	3000-3999 Employee Benefits; 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	\$0	\$58,791	\$65,284
Source		LCFF	LCFF
Budget Reference		7000-7499 Other; School Support Services Fee - IT Staff	7000-7499 Other; School Support Services Fee - IT Staff
Amount	\$0	\$10,000	\$12,500
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Tech Replacement Budget	4000-4999 Books and Supplies; Tech Replacement Budget

## 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)

English Learners, Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

## Actions/Services

**2017-18**

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

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:

Modified Action

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

**2019-20**

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

Modified Action

Extended school year and extended school day. 183-day school year for more academic minutes and 12 teacher Professional Development/Planning days.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$177,690	\$141,303

Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Extended School Year (More School Days/More PD Days)	1000-1999 Certificated Salaries; Extended School Year
Amount	\$0	\$49,362	\$39,354
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Longer School Year	3000-3999 Employee Benefits; Longer School Year



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	30% favorable rate on parent involvement.	35% favorable on parent involvement	40% favorable on parent involvement	40% favorable on parent involvement
Average Daily Attendance	95.5%	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"> <li>• Monthly parent newsletter</li> <li>• Back to School night</li> <li>• Annual Open House</li> <li>• Student-led conferences with parents during the grade reporting period</li> <li>• Annual Parent volunteer appreciation luncheon</li> <li>• Parent membership on School Site Council</li> <li>• Spanish translation of official school material and information</li> </ul>	<p>Edilio to make parent information more readily available online</p> <ul style="list-style-type: none"> <li>• Monthly parent newsletter</li> <li>• Back to School night</li> <li>• Annual Open House</li> <li>• Student-led conferences with parents during the grade reporting period</li> <li>• Annual Parent volunteer appreciation luncheon</li> <li>• Parent membership on School Site Council</li> <li>• Spanish translation of official school material and information</li> </ul>	<p>Edilio to make parent information more readily available online</p> <ul style="list-style-type: none"> <li>• Monthly parent newsletter</li> <li>• Back to School night</li> <li>• Annual Open House</li> <li>• Student-led conferences with parents during the grade reporting period</li> <li>• Annual Parent volunteer appreciation luncheon</li> <li>• Parent membership on School Site Council</li> <li>• Spanish translation of official school material and information</li> </ul>
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,076	\$3,125	\$3,360
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; 7311 School Support Services Fee website	7000-7499 Other; 7311 School Support Services Fee website	7000-7499 Other; School Support Services Fee - website
Amount	\$9,594	\$5,850	\$0
Source	LCFF	LCFF	
Budget Reference	2000-2999 Classified Salaries; Parent Liaisons	2000-2999 Classified Salaries; Parent Liaisons	; NA
Amount	\$0	\$1,211	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Part-time parent Liaison	; NA

## 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"> <li>• Annual Extera School wide Family Picnic</li> <li>• Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now.</li> <li>• New student/family recruitment and engagement activities</li> </ul>	<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"> <li>• Annual Extera School wide Family Picnic</li> <li>• Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now.</li> <li>• New student/family recruitment and engagement activities</li> </ul>	<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"> <li>• Annual Extera School wide Family Picnic</li> <li>• Extera parent training opportunities with external partners such as the CA Charter Schools Association, Mamas in Accin and Great Public Schools Now.</li> <li>• New student/family recruitment and engagement activities</li> </ul>

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$69,029	\$104,460	\$0
Source	LCFF	LCFF	
Budget Reference	7000-7499 Other; (Community Liaison & Recruitment Team Costs)	7000-7499 Other; Community Liaison & Recruitment Team Costs	; NA

### 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	Action	New Action
		<p>Increased opportunities for social and extracurricular engagement of students and increased opportunities to demonstrate school spirit such as music classes, sports clubs and school-wide events.</p>

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

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	55% of teachers and staff will indicate the School Climate is favorable	60% of teachers and staff will indicate the School Climate is favorable	65% of teachers and staff will indicate the School Climate is favorable	70% of teachers and staff will indicate the School Climate is favorable
Panorama Parent Survey "School Climate" section	71% favorable	75% favorable	76% favorable	78% favorable
Panorama Parent Survey "School Fit" section	58% favorable	61% favorable	65% favorable	70% favorable
Suspension	1.6%	1.5%	1%	1%
Suspension - Students with Disabilities	3.5%	3%	3%	1.5%
Expulsion	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:

2017-18	2018-19	2019-20
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 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 Schools 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 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	\$2,500	\$2,254	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Panorama	5000-5999 Services and Other Operating Expenses; Panorama	5000-5999 Services and Other Operating Expenses; Panorama

## 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:

Unchanged Action

Extera 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:

- 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.
- Outdoor, overnight trips for students in

**2018-19**

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

Unchanged Action

Extera 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:

- 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.
- Outdoor, overnight trips for students in

**2019-20**

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

Unchanged Action

Extera 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:

- 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.
- Outdoor, overnight trips for students in

grades 6-8 to locations such as Yosemite, Santa Monica Mountains and Channel Islands.

grades 6-8 to locations such as Yosemite, Santa Monica Mountains and Channel Islands.

grades 6-8 to locations such as Yosemite, Santa Monica Mountains and Channel Islands.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$97,411	\$74,650	\$77,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 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	\$264,040	\$126,111	\$241,604
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	5000-5999 Services and Other Operating Expenses; Prop 39 Rent	5000-5999 Services and Other Operating Expenses; Prop 39 Rent
Amount	\$0	\$160,230	\$0
Source		Other Federal Funds	
Budget Reference		5000-5999 Services and Other Operating Expenses; Prop 39 Rent	; NA
Amount	\$174,991	\$200,146	\$185,529
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Campus/Supervision Aides	2000-2999 Classified Salaries; Campus/Supervision Aides	2000-2999 Classified Salaries; Campus/Supervision Aides
Amount	\$0	\$41,430	\$38,405
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Campus/Supervision Aides	3000-3999 Employee Benefits; Campus/Supervision Aides

## 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:



**2018-19**

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



**2019-20**

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



## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$150,000	\$163,800	\$163,800

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
Amount	\$100,000	\$121,488	\$0
Source	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	; NA



## 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)

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.	; NA

## 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)

**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	Action	New Action
		<p>A minimum of 400 hours of counseling will be provided for unduplicated pupils for increased services specifically in the areas of facilitating communication with students regarding behavioral and social challenges at school that may be a barrier to learning and academic achievement. Counseling will be provided by a counseling intern under the direct supervision of a certified staff counselor. The Counseling Intern will also work to help connect families to community resources. In collaboration with our community partner, Alma Family Services, the</p>

Counseling Intern will also facilitate training of staff on how children respond to trauma and training on social-emotional skills such as empathy and impulse control.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$1,399,975

Percentage to Increase or Improve Services:

34.73%

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](#)).

Extera Public School 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'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'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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$1,362,109

Percentage to Increase or Improve Services:

33.97%

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 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'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'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	\$3,641,231	\$3,369,013	\$2,942,251
1000-1999 Certificated Salaries	1,895,372	1,713,906	1,859,575
2000-2999 Classified Salaries	221,636	205,346	185,529
3000-3999 Employee Benefits	572,411	482,974	213,754
4000-4999 Books and Supplies	72,154	69,693	73,880
5000-5999 Services and Other Operating Expenses	713,282	730,718	540,869
7000-7499 Other	166,376	166,376	68,644

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$3,641,231	\$3,369,013	\$2,942,251
After School Education & Safety	163,800	163,800	163,800
Federal Revenues - Title I	234,826	234,826	221,927
Federal Revenues - Title II	26,596	23,328	25,769
Federal Revenues - Title III	19,711	19,711	14,659
Other Federal Funds	160,230	186,145	0
LCFF Base/Not Contributing to Increased or Improved Services	2,008,775	552,594	1,816,129
LCFF S & C/Contributing to Increased or Improved Services	1,027,293	2,188,609	699,967

## 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	\$3,641,231	\$3,369,013	\$2,942,251
1000-1999 Certificated Salaries	Federal Revenues - Title I	183,774	183,774	173,679
1000-1999 Certificated Salaries	Federal Revenues - Title III	15,426	15,426	11,472
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,121,677	0	1,240,760
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	574,495	1,514,706	433,664
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	205,996	205,346	185,529
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	51,052	51,052	48,248
3000-3999 Employee Benefits	Federal Revenues - Title III	4,285	4,285	3,187
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	354,243	42,507	41,747
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	162,831	385,130	120,572
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	16,348	10,000	19,570
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	55,806	59,693	54,310
5000-5999 Services and Other Operating Expenses	After School Education & Safety	163,800	163,800	163,800
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	26,596	23,328	25,769
5000-5999 Services and Other Operating Expenses	Other Federal Funds	160,230	186,145	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	144,135	128,365	259,879
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	218,521	229,080	91,421



### 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	\$2,229,553
Federal Revenues - Title I	221,927
Federal Revenues - Title II	25,769
Federal Revenues - Title III	14,659
LCFF Base/Not Contributing to Increased or Improved Services	1,344,731
LCFF S & C/Contributing to Increased or Improved Services	622,467

**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	\$709,338
After School Education & Safety	163,800
Other Federal Funds	0

LCFF Base/Not Contributing to Increased or Improved Services	468,038
LCFF S & C/Contributing to Increased or Improved Services	77,500

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

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.

All Funding Sources	\$2,528,153	\$2,339,127
Federal Revenues - Title I	234,826	234,826
Federal Revenues - Title II	26,596	23,328
Federal Revenues - Title III	19,711	19,711
LCFF Base/Not Contributing to Increased or Improved Services	1,524,188	68,791
LCFF S & C/Contributing to Increased or Improved Services	722,832	1,992,471

**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	\$114,646	\$114,646
LCFF Base/Not Contributing to Increased or Improved Services	114,646	114,646

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	\$998,432	\$915,240
After School Education & Safety	163,800	163,800
Other Federal Funds	160,230	186,145
LCFF Base/Not Contributing to Increased or Improved Services	369,941	369,157
LCFF S & C/Contributing to Increased or Improved Services	304,461	196,138

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