

Extera Public School No. 2

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Monica Salas, School Director

Principal, Extera Public School No. 2

About Our School

The mission of Extera Public School #2 is to ensure the academic success of children living in the communities of Boyle Heights and East Los Angeles. The school provides a challenging, motivating and effective education program built on the pillars of excellence, equity and engagement. Through a school theme focused on the natural world and the interconnectedness of all living things – human communities, plant and animal life, our living planet and beyond – children at Extera engage in “hands-on, minds-on” project-based learning that offers real world relevance, impact and self-empowerment. Science and social studies content are emphasized within the curriculum as foundations for learning about the world in which we live. Extera also provides after school enrichment and homework support until 6:00p.m. Teachers, parents, students, and staff work together at Extera to achieve the school’s advanced expectations for students. Parents are encouraged to volunteer at the school, and school leadership works to make certain that all everyone plays an active role in shaping the school’s success. A longer school day and 195 days of instruction provide students with increased access to learning. The small school environment at Extera Public School #2 ensures success for all students through personalized instruction, family support, and comprehensive student supports. A challenging curriculum provides the necessary academic foundation so that all children who attend Extera – irrespective of income, ethnicity, English language development, or environmental factors – achieve at their highest potential. Teachers are highly qualified and work collaboratively to design a top notch curriculum. The emphasis placed on project-based, constructivist education accesses the many different ways in which children learn and the skills and talents each child brings to the school community. Our instructional program is grounded in effective teaching practices, hands-on experience, and individualized support for every child. Classroom projects, frequent excursions throughout the year, and community partnerships, combined with the dedication teachers, staff and families, ensure that Extera students are able to see themselves in the broader context of our living planet. Extera students learn to read and write at high levels and achieve academic excellence, physical conditioning, and develop curiosity about the world in which they live. Extera’s unique approach to education is what makes our school special. Each day our students explore and discuss important concepts about the world around them. They expand their thinking while building strong academic skills that will prepare them for the future. Additionally, Extera students participate in 8-12 “learning adventures,” or field trips, annually to extend the learning that happens within the classroom. And our approach works! Extera students have made impressive academic gains over the past several years, outperforming neighboring schools. Extera students are fully engaged in the learning process, on track to become life-long learners.

Contact

Extera Public School No. 2
1015 South Lorena St.
Los Angeles, CA 90023-2222

Phone: 323-263-3600

E-mail: msalas@exteraschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified	School Name	Extera Public School No. 2
Phone Number	(213) 241-1000	Street	1015 South Lorena St.
Superintendent	Michelle King	City, State, Zip	Los Angeles, Ca, 90023-2222
E-mail Address	michelle.king@lausd.net	Phone Number	323-263-3600
Web Site	www.lausd.net	Principal	Monica Salas, School Director
		E-mail Address	msalas@exteraschools.org
		County-District-School (CDS) Code	19647330128132

Last updated: 1/23/2017

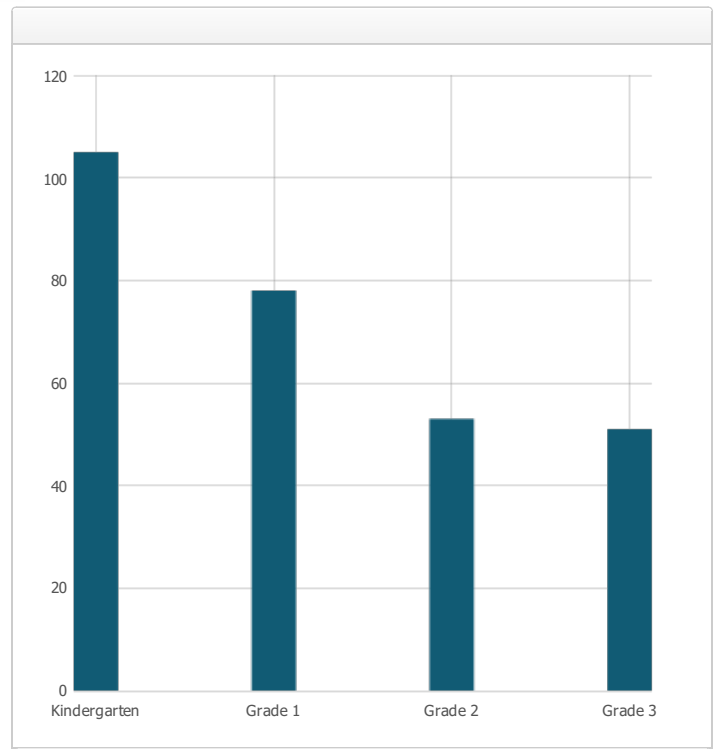
School Description and Mission Statement (School Year 2016-17)

The mission of Extera Public Schools is to ensure the success of children in Boyle Heights and East Los Angeles by providing a rigorous and effective standards-based education built on the pillars of excellence, equity and engagement. Through a school theme focused on the natural world and the inter-connectedness of all living things, children who attend Extera Public School #2 engage in hands-on, minds-on project-based learning that offers "real world" relevance, impact and self-empowerment. Our model of excellence involves all members of our school community working in collaboration to ensure that high expectations for all students are met with respect to the Common Core State Standards, as well as goals for personal development. Our highly qualified and dedicated teachers engage in weekly professional development and collaborative planning to improve their own skills and effect positive student outcomes. Extera sets meaningful goals for student achievement and program outcomes and holds all members of the school community accountable for reaching them. Our small school environment ensures equity through personalized instruction, family support, and comprehensive student supports so that all students excel within our school walls and beyond. Extera's project-based, constructivist education approach allows children to maximize learning using the skills and talents they bring to classroom and to stimulate engagement in their own learning processes and skills mastery, thereby creating true life-long learners.

Last updated: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	105
Grade 1	78
Grade 2	53
Grade 3	51
Total Enrollment	287



Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	99.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.2 %
English Learners	56.1 %
Students with Disabilities	7.7 %
Foster Youth	1.7 %

Last updated: 1/23/2017

A. Conditions of Learning

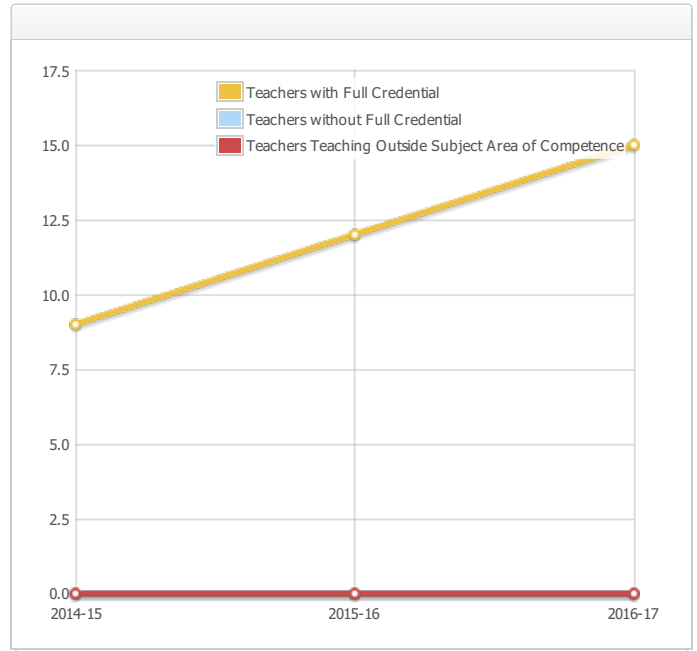
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

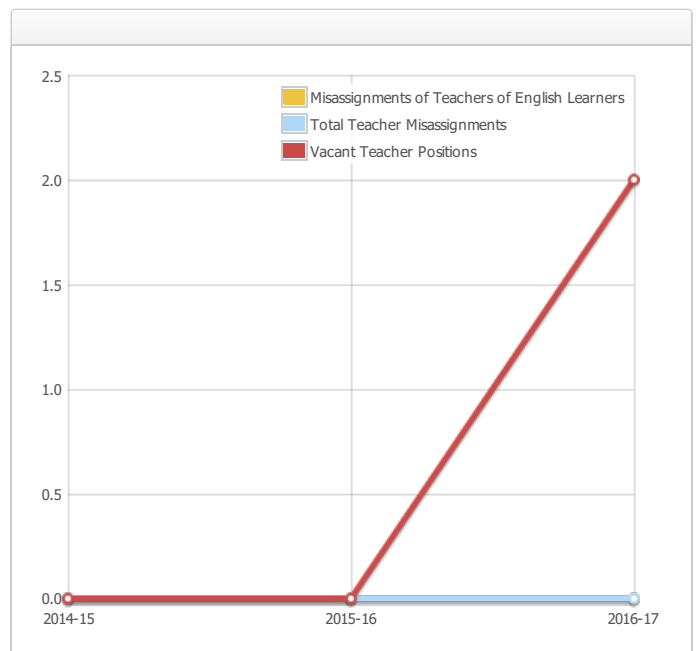
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	12	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders Reading Program	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	Full Option Science System (FOSS)	Yes	0.0 %
History-Social Science	CA Common Core (State Standards) aligned instructional materials and resources.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/23/2017

School Facility Conditions and Planned Improvements

Extera Public School No. 2 is co-located on two LAUSD campuses, Lorena Street Elementary School and Eastman Avenue Elementary School. Please refer to LAUSD facilities reports and evaluations for specific information pertaining to safety, cleanliness, adequacy, maintenance, and improvements of facilities at the two co-locations.

Last updated: 1/23/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	19.0%	--	39.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	25.0%	--	29.0%	--	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	52	98.1%	19.2%
Male	30	30	100.0%	20.0%
Female	23	22	95.7%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.1%	19.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.0%	20.0%
English Learners	21	20	95.2%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	52	98.1%	25.0%
Male	30	30	100.0%	33.3%
Female	23	22	95.7%	13.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.1%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.0%	26.0%
English Learners	21	20	95.2%	20.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Last updated: 1/23/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Extera Public School #2 places great value on the participation of parents in the programs and activities at the school. Extera recognizes the unique and critical role that parents play in the long-term academic success of their children. As a Title I school, Extera notifies parents of its written parental involvement policy in an understandable and uniform format, whenever possible in the language of the home. The policy is also available to the local community. Extera Public School #2 involves parents by convening annual meetings to inform parents of the school's Title I participation, the requirements of Title I, and the rights of parents to be involved. Meetings are offered flexibly at both school sites, in the morning or evening, so that meetings are accessible to parents working different schedules. Extera parents are involved in an organized, ongoing, and timely way in the planning review and improvement of the school's program and services for Title I students. Parents who are members of the School Site Council participate in the development of the Single School Plan for Achievement and assist with the monitoring student outcomes. During Title I meetings and other parent meetings (i.e. Parent Information Meetings, Back-to-School, and parent conferences), parents of Title I eligible students receive information about Extera's Title I program, the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet. Feedback and other opportunities for meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children are available to parents if requested. Parent participation as volunteers, in parent education workshops, and other events and activities is highly encouraged by the school.

State Priority: Pupil Engagement

Last updated: 2/1/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

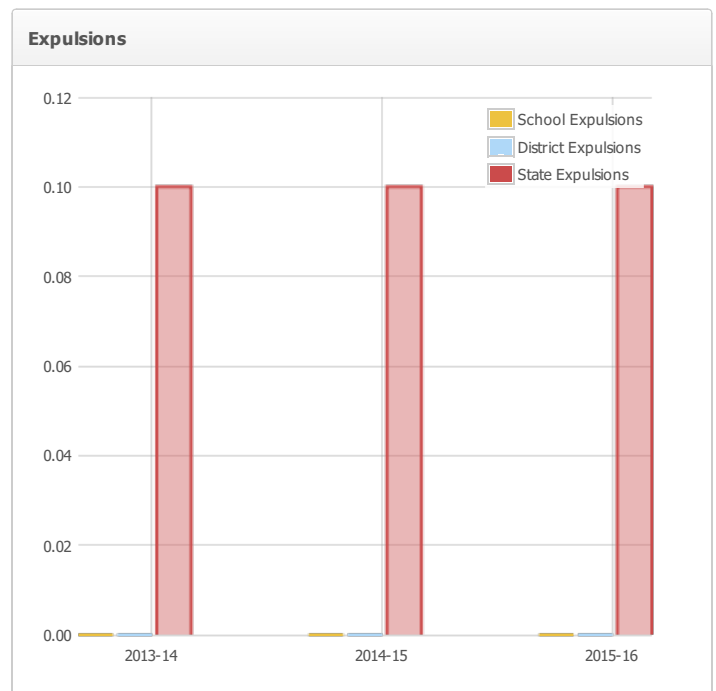
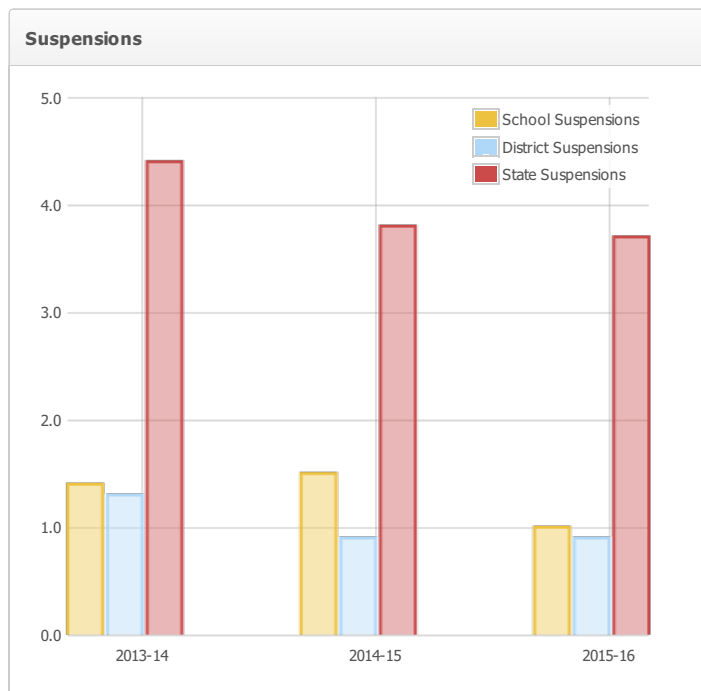
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.5	1.0	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

Extera Public School #2 maintains a Safe School Plan that is updated in the fall of each school year. Students and staff participate in monthly safety drills, including fire and earthquake drills. The School collaborates with the co-located District school to plan, implement and revise the Safe School Plan and procedures annually. Teachers and staff are trained in school safety procedures annually.

Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2	0	0	24.0	0	4	0				
1	22.0	0	1	0	23.0	0	2	0				
2	0.0	0	0	0	19.0	2	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	-26.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	8.0%	-29.0%

Note: Cells with N/A values do not require data.

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

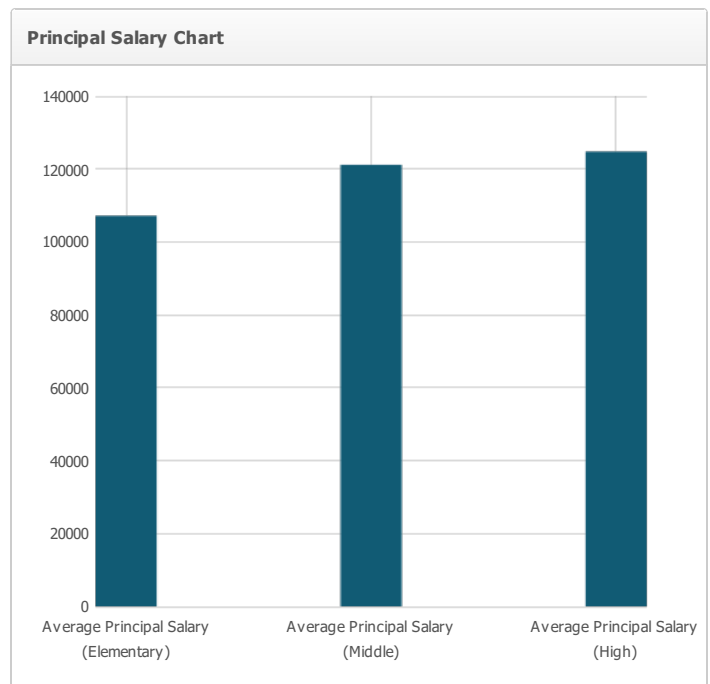
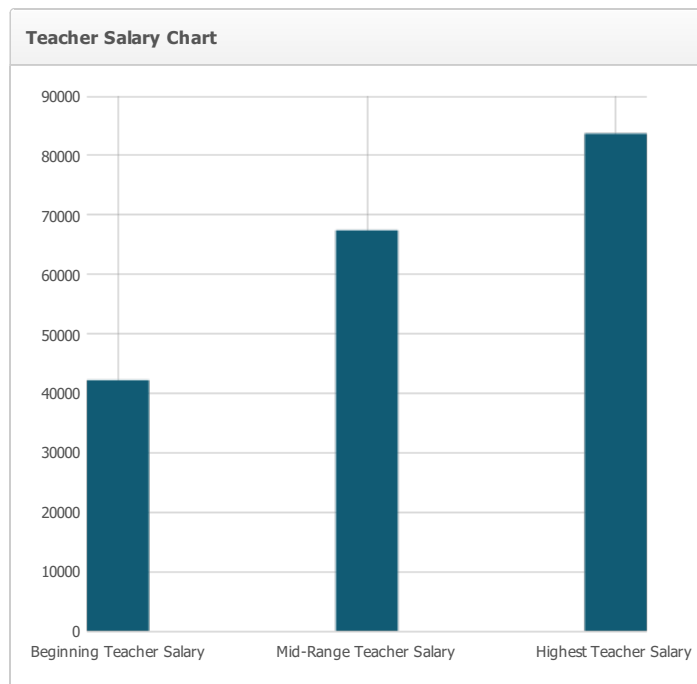
Students receive additional assistance from Support Teachers in their regular classroom. Support teachers are credentialed teachers who work in collaboration with the regular classroom teachers to form a teaching team. In addition to supports provided to assist students during the regular instructional day, Extera provides in-school and after school intervention to students who are struggling to achieve grade level academic achievement outcomes in English language arts and math. Supplemental instructional resources including technology and related programs are also provided to support and assist students.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2017

Professional Development

Extera Public School #2 utilizes a comprehensive assessment system to measure the ongoing performance of its students that includes the collection, disaggregation and analysis of student performance. Based on an analysis of student achievement data, Extera Public School #2 has identified reading comprehension, vocabulary development, and support for English learners as focus areas for professional development. Effective teaching of the State's new Common Core Standards, particularly in the content area of mathematics, has also been a top priority for professional development at the school. Teachers and support teachers receive professional development during the days prior to the opening of school and weekly thereafter. Students are dismissed from school one hour early each Wednesday so that teachers can participate in professional development activities and continue to improve their instructional practice. Peer coaching, classroom observations, and feedback from school leaders provide support to teachers during implementation.

Last updated: 2/1/2017