

# Local Control and Accountability Plan

Los Angeles Unified  
Extera Public School No. 2

July 1, 2016 - June 30, 2019



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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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



## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Ongoing Parent Information meetings with School Administration to	Feedback obtained from stakeholders contributed to the development

present LCAP goals and priorities and to receive feedback from parents.

Board leadership discussed LCAP priorities, goals, needs, strategies, and resources on 6/20/16.

Extera Board reviewed and adopted the 16-17 LCAP on 6/20/16.

of the LCAP priorities and the dedication of school resources to achieve them, particularly in the areas of increased professional development opportunities for teachers, additional technology resources, and the acquisition of leveled reading materials.

Parent feedback indicated strong interest in greater parent involvement and education. As a result, Extera implemented a Room Parent Program and a series of parent education workshops titled "Padres Que Pueden."

The Board's involvement with the LCAP during the budget planning process ensured that short- and long-term objectives received adequate funding support.

Annual Update:

Ongoing Parent Information meetings with School Administration to present LCAP goals and priorities and to receive feedback from parents.

Board leadership discussed LCAP priorities, goals, needs, strategies, and resources on 6/20/16.

Extera Board reviewed and adopted the LCAP on 6/20/16.

Annual Update:

Feedback obtained through stakeholder engagement contributed to the development of the LCAP priorities and the dedication of school resources to achieve them, particularly in the areas of increased professional development opportunities for teachers, additional technology resources, and the acquisition of leveled reading materials.

Parent feedback indicated strong interest in greater parent involvement and education. As a result, Extera implemented a Room Parent Program and a series of parent education workshops titled "Padres Que Pueden."

The Board's involvement with the LCAP during the budget planning process ensured that short- and long-term objectives received adequate funding support.

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA's goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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 (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.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	Student achievement data in English language arts and mathematics on NWEA MAP assessments, State mandated testing (when available), and other local assessment measures indicate that some students are still struggling to meet grade level expectations for proficiency.
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students will have access to high-quality instruction that includes CCSS-aligned instructional materials and effective implementation of the California Common Core State Standards (CCSS) in English language arts and mathematics. Measurable outcomes will include student achievement data indicating that all students, including 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Extera Public School#2 will hire/retain 15 teachers with the appropriate credentials, including the appropriate English learner authorization.	Charter-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF S & C: \$59,301  - 1000-1999 Certificated Salaries - LCFF Base: \$751,153

<p>Extera Public School will create a K-2 Teacher Specialist position (to be shared with Extera Public School #2) to coordinate curriculum planning and teacher growth opportunities.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$40,966  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$12,290</p>
<p>Extera Public School #2 will create and ELD Coordinator position (to be shared with Extera Public School) to coordinate professional development, support and guidance regarding our program for English learners and overseeing the planning, preparation, and implementation of SBAC testing in grades 3-8.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$23,432  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$7,030</p>
<p>Extera Public School will create an Intervention Specialist position (in addition to working half-time as an RST) and will provide training and support to teachers, apprentice teachers and support teachers on intervention strategies and oversee the successful implementation and expansion of Extera's Intervention Program.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>- 1000-1999 Certificated Salaries - LCFF S &amp; C: \$5,883  - 3000-3999 Employee Benefits - LCFF S &amp; C: \$1,765</p>
<p>Extera Public School #2 will purchase California Common Core Standards aligned instructional materials.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>- 4000-4999 Books and Supplies - LCFF Base: \$72,895</p>
<p>All students identified as English learners will</p>	<p>Charter-Wide</p>	<p><u>X</u> All</p>	<p>\$0</p>

<p>receive daily instruction in English Language Development using SDAIE strategies. Appropriate ELD materials will support instruction of EL students.</p> <p>(No Additional Cost)</p>		<p>-----  OR:  __ Low Income pupils __ English Learners  __ Foster Youth  __ Redesignated fluent English proficient  __ Other Subgroups: _____</p>	
<p>Administrators and teachers at the School will analyze student achievement data obtained through MAP assessments and State mandated testing to identify trends in achievement and target students who are struggling to meet grade level expectations. Achievement data will be compared with neighboring schools with similar student populations.</p>	<p>Charter-Wide</p>	<p><u>X</u> All  -----  OR:  __ Low Income pupils __ English Learners  __ Foster Youth  __ Redesignated fluent English proficient  __ Other Subgroups: _____</p>	<p>NWEA -  4000-4999 Books  and Supplies -  LCFF S &amp; C:  \$10,000</p>
<p>Teachers will modify instruction and student grouping according to outcomes, and struggling students will receive targeted intervention after school in ELA and math to facilitate progress toward grade level standards. Classroom intervention will include targeted skills and concepts taught by classroom teachers and support teachers in small groups in addition to after school intervention. Students who persistently perform below grade may be referred to the SST process to create a more in-depth plan of support involving parents as well as school staff.</p> <p>(No Additional Costs)</p>	<p>Charter-Wide</p>	<p><u>X</u> All  -----  OR:  __ Low Income pupils __ English Learners  __ Foster Youth  __ Redesignated fluent English proficient  __ Other Subgroups: _____</p>	<p>\$0</p>
<p>Extera Public School will provide an array of Special Education services based on the needs identified in each student's IEP.</p>	<p>Charter-Wide</p>	<p><u>X</u> All  -----  OR:  __ Low Income pupils __ English Learners  __ Foster Youth</p>	<p>- 1000-1999  Certificated  Salaries - Other  State Revenues:  \$30,962</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - Other State Revenues: \$60,000  - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$66,091  - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$120,839
Extera Public School will purchase additional laptops and tablets and improve its infrastructure to increase student access to technology.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 6000-6999 Capital Outlay - LCFF S & C: \$124,500
Support Teachers will providing additional academic support to all Extera students on a daily basis during the instructional day.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - Federal Revenues - Title I: \$133,466  - 2000-2999 Classified Salaries - LCFF S & C: \$137,434

- 3000-3999  
Employee Benefits  
- LCFF S & C:  
\$81,270

LCAP Year 2: 2017-18

Expected Annual  
Measurable  
Outcomes:

Actions/Services

Scope of Service

Pupils to be served within  
identified scope of service

Budgeted  
Expenditures

LCAP Year 3: 2018-19

Expected Annual  
Measurable  
Outcomes:

Actions/Services

Scope of Service

Pupils to be served within  
identified scope of service

Budgeted  
Expenditures

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 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.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	Parent participation logs indicate that fewer than 50% of families are completing the requested level of participation. Parent attendance at Parent Information meetings and parent workshops is substantially less than 50%. Parent participation on the School Site Council is inconsistent and less than 50%.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 as evidenced by attendance at Parent Information meetings, parent workshops, Back to School and Open House events, and parent participation logs. School Site Council sign-ins will provide evidence of greater parent participation in local school governance activities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The community liaison, parent coordinators, and outreach and recruitment assistant will be responsible for coordinating Padres Que Pueden program and implementing the Room parent program.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Part-time Parent Coordinators - 2000-2999 Classified Salaries - LCFF S & C: \$9,360  Part-time Parent Coordinators Benefits - 3000-3999 Employee Benefits - LCFF S & C:

			\$2,808 (repeated expenditure)  School Support Services salaries - 7000-7499 Other - LCFF S & C: \$43,884
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<b>GOAL:</b>	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	Annual satisfaction surveys indicate that not all students, parents and teachers feel a sense of community and connectedness, to each other, and to the values underlying the school. Student discipline logs indicate that not all students exhibit behaviors that reflect the core values of the school and adhere to the behavior expectations set by the school.
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	Annual stakeholder satisfaction surveys will indicate that more than 80% of the students, parents and teachers feel a sense of community and connectedness, to each other and to the values underlying the school. Students will make positive contributions to the school and local community by participating in at least two activities and events that enhance the broader community. Student suspensions will decrease, providing evidence that students behavior reflects the core values of the school and expectations set by the school for responsible behavior.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents of students who frequently arrive late to school or who are experiencing high absenteeism will be contacted by the school for follow up. Classroom teachers will regularly remind students of the importance of in-school attendance and the impact of attendance on learning and school success. Parents of students with chronic absenteeism will be targeted by the School for additional support. Parents of chronically absent or tardy	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$0

<p>students may be asked to meet with the administration and, if necessary, the Student Success Team (SST) to collaboratively develop a detailed plan of support for the student.</p> <p>(No additional cost)</p>			
<p>Behavior expectations will be promoted during school wide discipline assemblies and student recognition assemblies throughout the school year. Teachers will foster classroom communities that reflect the School's core values with respect to character traits and behavior and evaluate student behavior during each student progress reporting period. Teachers, administrators and school staff will utilize positive behavior incentives to encourage acceptable student behavior. Students who demonstrate unsatisfactory behavior will be required to reflect on the impact of their behavior and how to make better choices in the future. Persistent or severe behavior issues will be referred to the School's administration and/or the SST for additional support and follow up.</p> <p>(No additional cost)</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>Students will participate in the Boyle Heights History Hike.</p> <p>(General supply expense. Not explicitly tracked.)</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$0</p>
<p>EPS2 will maintain a clean and safe facility.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p>	<p>Prop 39 Pro Rata Share -</p>

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	5000-5999 Services and Other Operating Expenses - LCFF Base: \$158,961
EPS2 will offer an after school enrichment program.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - After School Education & Safety: \$82,750  - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$135,250
EPS2 will employ campus and supervision aides to support a safe campus.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: \$163,410

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2018-19

Expected Annual Measurable			
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All students will have access to high-quality instruction that includes CCSS-aligned instructional materials and effective implementation of the California Common Core State Standards (CCCSS) in English language arts and mathematics. Measurable outcomes will include student achievement data indicating that all students, including 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.	Actual Annual Measurable Outcomes:	NWEA/MAP Test Kindergarten On the MAP test, Extera Public School #2 Kindergarten students saw an improvement in the areas of Numbers and Operations and in Measurement and Data. They went from 20% to 30% of students performing at the 50 <sup>th</sup> percentile or higher in Number and Operations. They went from 29% to 46% of students performing at the 50 <sup>th</sup> percentile or higher in Measurement and Data. We did notice a drop in Geometry from 66% to 47% of students performing at the 50 <sup>th</sup> percentile or higher. Operations and Algebraic Thinking still continues to be an area of need. In Reading, we saw an improvement in the areas of Foundational Skills and Language and Writing. They went from 21% to 26% of students who performed at the 50 <sup>th</sup> percentile or higher in Foundational Skills. They went from 14% to 27% of students who performed at the 50 <sup>th</sup> percentile or higher in Language and Writing. Vocabulary Use and Functions stayed about the same at 33% who performed at the 50 <sup>th</sup> percentile or higher. We did notice a drop in Literature and Informational from 53% to 27% of students who performed at the 50 <sup>th</sup> percentile or higher.
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### 1st Grade

EPS#2 saw an improvement in the areas of Operations and Algebraic Thinking and in Measurement and Data. They went from 48% to 57% of students who performed at the 50<sup>th</sup> percentile or higher Operations and Algebraic Thinking. They went from 19% to 28% of students who performed at the 50<sup>th</sup> percentile or higher Measurement and Data. We did notice a drop in Geometry from 32% to 26% of students who performed at the 50<sup>th</sup> percentile or higher. Number and Operations still continues to be an area of need. In Reading we saw an improvement in the areas of Foundational Skills and Language and Writing. They went from 24% to 34% of students who performed at the 50<sup>th</sup> percentile or higher in Foundational Skills. They went from 24% to 29% of students who performed at the 50<sup>th</sup> percentile or higher in Language and Writing. Vocabulary Use and Functions stayed about the same at 20% who performed at the 50<sup>th</sup> percentile or higher. We did notice a drop in Literature and Informational from 44% to 34% of students who performed at the 50<sup>th</sup> percentile or higher.

### 2nd Grade

EPS#2 saw an improvement in the areas of Operations and Algebraic Thinking and in Number and Operations. They went from 14% to 33% of students who performed at the 50<sup>th</sup> percentile or higher in Operations and Algebraic Thinking. They went from 26% to 27% of students who performed at the 50<sup>th</sup> percentile or higher in Number and Operations. We did notice a drop in Geometry from 60% to 41% of students who performed at the 50<sup>th</sup> percentile or higher. Measurement and Data still continues to be an area of need. In Reading, we saw an improvement in the areas of Informational Text and Vocabulary Acquisition and Use. They went from 12% to 31% of

students performing at the 50<sup>th</sup> percentile or higher in Informational Text. They went from 22% to 24% of students performing at the 50<sup>th</sup> percentile or higher in Vocabulary Acquisition and Use. We did notice a drop in Literature from 29% to 27% of students who performed at the 50<sup>th</sup> percentile or higher.

3rd Grade

EPS#2 saw an improvement in the areas of Operations and Algebraic Thinking. They went from 15% to 47% of students who performed at the 50<sup>th</sup> percentile or higher in Operations and Algebraic Thinking. We did notice a drop in Geometry from 49% to 22% of students who performed at the 50<sup>th</sup> percentile or higher. Other drops we noticed were in Measurement and Data and Number and Operations. In Reading, we saw an improvement in Vocabulary Acquisition and Use. They went from 21% to 24% of students performing at the 50<sup>th</sup> percentile or higher in Vocabulary Acquisition. We did notice a drop in Literature from 33% to 18% of students performing at the 50<sup>th</sup> percentile or higher and from 36% to 18% in Informational Text.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
EPS2 will hire/retain 12 teachers with the appropriate credentials, including the appropriate English learner authorization.	\$666,707 in Certificated Salaries expense. From EPA: \$55,008 funded by EPA; from Unrestricted	EPS 2 hired and/or retained 12 teachers with the appropriate credentials, including the appropriate English learner authorization.	\$617,644, 1000 Series, LCFF Base, LCFF S&C

	Lottery: \$35,205 From LCFF S&C (to support small class size in upper grades and provide a longer school year): \$133,168 From LCFF Base: \$443,326		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will create a Teacher Specialist position (to be shared with Extera Public School #2) to coordinate curriculum planning and teacher growth opportunities.	\$24,305 in Certificated Salaries expense funded by LCFF S&C.	EPS2 created a Teacher Specialist position (to be shared with Extera Public School) to coordinate curriculum planning and teacher growth opportunities.	\$13,506,1000 Series, LCFF S&C
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will restructure its school calendar to provide an additional 5 days of teacher professional development.	No cost.	EPS2 restructured its school calendar to provide an additional 5 days of teacher professional development.	No Cost
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will purchase California Common Core Standards aligned instructional materials.	\$128,778 in Books and Supplies Expense from PCSGP funds.	EPS2 purchased California Common Core Standards aligned instructional materials.	\$88,100, 4000 Series, LCFF
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will convert 1 existing Support Teacher position to an Apprentice Teacher position. The Apprentice Teacher will provide additional support in the classroom, be involved in planning with the classroom teacher, and will provide support to students in the intervention program after school.	\$42,000 in Certificated Salary expense paid for from LCFF S&C funds.	EPS2 converted 1 existing Support Teacher position to an Apprentice Teacher position. The Apprentice Teacher will provide additional support in the classroom, be involved in planning with the classroom teacher, and will provide support to students in the intervention program after school.	\$35,973, 1000 Series, LCFF S&C funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will retain/hire 5 Support Teacher	\$170,201 in	EPS2 retained and/or hired 5 Support Teacher	\$110,075, 2000

positions. In addition to providing classroom support and serving as substitutes when teachers are out or in professional development, support teachers will provide supervision before school and during lunch and homework support after school.	Classified Salary expense; \$86,680 from Title I, balance from LCFF S&C	positions. In addition to providing classroom support and serving as substitutes when teachers are out or in professional development, support teachers will provide supervision before school and during lunch and homework support after school.	Series, Title I, LCFF S&C
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
All students identified as English learners will receive daily instruction in English Language Development using SDAIE strategies. Appropriate ELD materials will support instruction of EL students.	No additional cost.	All students identified as English learners received daily instruction in English Language Development using SDAIE strategies. Appropriate ELD materials supported instruction of EL students.	No Additional Costs
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Administrators and teachers at the School will analyze student achievement data obtained through MAP assessments and State mandated testing to identify trends in achievement and target students who are struggling to meet grade level expectations. Achievement data will be compared with neighboring schools with similar student populations.	Northwest Evaluation Association MAP assessments, \$2,000 in Operating Services expense using LCFF base funds.	Administrators and teachers at the School analyzed student achievement data obtained through MAP assessments and State mandated testing to identify trends in achievement and target students who are struggling to meet grade level expectations. Achievement data was compared with neighboring schools with similar student populations.	NWEA \$1,948, 4000 Series, LCFF Base Funds Measure \$\$6,718, 5000 Series, LCFF Base funds

	<p>Measure Education, \$3,500 in Operating Services expense using LCFF base funds.</p> <p>Illuminate Student Information System, \$7,000 in Operating Services expense using LCFF base funds.</p>		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Teachers will modify instruction and student grouping according to outcomes, and struggling students will receive targeted intervention after school in ELA and math to facilitate progress toward grade level standards. Classroom intervention will include targeted skills and concepts taught by classroom teachers and support teachers in small groups in addition to after school intervention. Students who persistently perform below grade may be referred to the SST process to create a more in-depth plan of support involving parents as well as	No additional cost.	Teachers modified instruction and student grouping according to outcomes, and struggling students received targeted intervention after school in ELA and math to facilitate progress toward grade level standards. Classroom intervention will include targeted skills and concepts taught by classroom teachers and support teachers in small groups in addition to after school intervention. Students who persistently perform below grade were referred to the SST process to create a more in-depth plan of support involving parents as well as school	No Additional cost

school staff.		staff.	
Scope of Service:		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will provide an array of Special Education services based on the needs identified in each student's IEP.	\$58,916 in Certificated Salaries expense from Special Education AB 602 funds.  \$96,991 in Operating Services expense from Special Education IDEA/AB 602/LCFF base funds.	EPS2 provided an array of Special Education services based on the needs identified in each student's IEP.	\$59,008, 1000 Series, Special Ed AB 602 funds  \$111,432, 5000 Series, Special Ed IDEA, Special Ed AB 602, LCFF base funds
Scope of Service:		Charter-Wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will purchase additional laptops and tablets and improve its infrastructure to increase student access to technology.	Staff salaries: \$32,493 from LCFF S&C.	EPS2 purchased additional laptops and tablets and improve its infrastructure to increase student access to technology.	\$31,662, 2000 Series, LCFF S&C \$141,630, 9000

	(Object 7311. Positions are part of School Support and shared between Extera 1 and 2.)  \$102,632 in tech purchases from one-time funding in the state budget		Series, PCSGP
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Additional MacBook Air laptops will be purchased to achieve a 1:1 student:laptop ratio in grades 2 and above</li> <li>• Additional student resources aligned to the CCSS and SBAC will be acquired, such as Think CERCA</li> <li>• Teachers in grades 3 and above will receive training and resources to implement the ThinkCERCA curriculum, an online curriculum designed to empower teachers to personalize literacy instruction across disciplines</li> <li>• Teachers in grades K-2 will receive training and resources to implement the LightSail, a digital curriculum designed to accelerate literacy development and instill a love a reading</li> <li>• Additional attention to computer related skill building was provided to students</li> <li>• Ongoing professional development will be provided to teachers to support teaching the CCSS and the implementation of the SBAC</li> <li>• Professional development will be differentiated to be grade level and/or content specific so that teachers at various grade levels receive training and opportunities that addressed their needs</li> </ul>		

- The school has purchased and continues to purchased supplemental curricular materials that are aligned to CCCSS
- There will be increased schoolwide focus on the Common Core and SBAC
- Workshops have been and will continue to be provided to parents to increase their awareness and understanding of the CCSS and SBAC
- The role of full-time Curriculum and Teacher Support Specialist was created to support the rollout of the Common Core and SBAC
- Three classroom teachers, supported by full time, credentialed apprentice teachers, have been given adjunct responsibilities to strengthen implementation of the Common Core, early literacy, and the EL program

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:		Schools:   All Applicable Pupil Subgroups:   All
Expected Annual Measurable Outcomes:	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 as evidenced by attendance at Parent Information meetings, parent workshops, Back to School and Open House events, and parent participation logs. School Site Council sign-ins will provide evidence of greater parent participation in local school governance activities.	Actual Annual Measurable Outcomes:  Parent attendance at Parent Information meetings and parent workshops increased to 34%. We did not meet our 50% goal but we have actions and resources planned to achieve this goal going forward.  “Padres Que Pueden” Workshops were collaboratively designed by Extera teachers and administration for our parents and students. Parents and students come together for two hours of interaction and learning with Extera teachers through activities designed to promote collaboration between parents, students, and the school related to learning both in and outside of the classroom. Conducted every 6 weeks, these team-building events bring teachers across grade levels together with parents and students across school sites. Often times parents are provided with activities and materials that they can use at home with their children. Among others, workshop topics have included: 1) SBAC and the Common Core State Standards, 2) Math and Art Activities, 3) Science Activities, Exercise and Healthy Living, 4) Healthy Cooking, 5) Early Literacy and Reading.

Workshops have been provided to parents to increase their awareness and understanding of the CCSS and SBAC

Extera has invested extensively in formal parent engagement in the form of two specialized parent roles: a Community Liaison and Parent Engagement Coordinator. The Community Liaison is responsible for student recruitment and managing Extera's relationships with key community partners, elected officials and businesses. The Parent Engagement Coordinator organizes parent volunteers and room parents and assists with other parent-related activities such as Padres Que Pueden workshops, Coffee with the School Administrator, parent information meetings, and other activities designed to engage parents and increase parent participation at Extera.

The Community Liaison has a broader role within Extera and the surrounding community and plays a primary role in disseminating information about the Charter School to the community and community organizations, initiating and establishing community partnerships, and facilitating strong community relationships with a variety of local organizations.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>The community liaison, parent liaison, and outreach and recruitment assistant will be responsible for coordinating Padres Que Pueden program and implementing the Room parent program.</p>	<p>\$42,179 in staff salaries using LCFF S&amp;C. (Object 7311. Positions are part of School Support office and shared across Extera #1 and Extera #2.)</p>	<p>The community liaison, parent liaison, and outreach and recruitment assistant coordinated the Padres Que Pueden program and implemented the Room parent program.</p>	<p>\$43,061, 2000 Series, LCFF S&amp;C</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Extera will hire two part-time Parent Engagement Coordinators (10 hours/week) to provide even more hands on support and engagement to make certain parents are informed and have knowledge about all of the opportunities to be involved at the school and are able to get a better understanding of the Common Core Standards. These Parent Engagement Coordinators will primarily focus on increasing attendance and participation at "Padres Que Pueden", Back-to-School Night, Student-Led Conferences, School Site Council, Student Award Ceremonies and other community and culture building activities at the school.</p>		

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Annual stakeholder satisfaction surveys will indicate that more than 80% of the students, parents and teachers feel a sense of community and connectedness, to each other and to the values underlying the school. Students will make positive contributions to the school and local community by participating in at least two activities and events that enhance the broader community. Student suspensions will decrease, providing evidence that students behavior reflects the core values of the school and expectations set by the school for responsible behavior.	Actual Annual Measurable Outcomes:	Extera Public School did conduct an Annual Stakeholder Satisfaction survey and exceeded the targeted goal of 80% in most areas with a few areas of growth also identified. Among parents, the overall of parent satisfaction is 83%. Extera Public Schools surveyed parents asking them approximately 30 questions in the areas of School Climate and School Fit. Teachers and staff were also surveyed. Teachers and Staff have an overall satisfaction of 82% in the areas of School Climate and Staff/Leadership Relations. The areas of improvement are Professional Learning Opportunities and School Leadership.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parents of students who frequently arrive late to school or who are experiencing high absenteeism will be contacted by the school for follow up. Classroom teachers will regularly remind students of the importance of in-school	\$0	Parents of students who frequently arrived late to school or who were experiencing high absenteeism were contacted by the school for follow up. Classroom teachers regularly reminded students of the importance of in-school	No Cost

<p>attendance and the impact of attendance on learning and school success. Parents of students with chronic absenteeism will be targeted by the School for additional support. Parents of chronically absent or tardy students may be asked to meet with the administration and, if necessary, the Student Success Team (SST) to collaboratively develop a detailed plan of support for the student.</p>		<p>attendance and the impact of attendance on learning and school success. Parents of students with chronic absenteeism were targeted by the School for additional support. Parents of chronically absent or tardy students were asked to meet with the administration and, if necessary, the Student Success Team (SST) to collaboratively develop a detailed plan of support for the student.</p>	
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>Behavior expectations will be promoted during school wide discipline assemblies and student recognition assemblies throughout the school year. Teachers will foster classroom communities that reflect the School's core values with respect to character traits and behavior and evaluate student behavior during each student progress reporting period.</p> <p>Teachers, administrators and school staff will utilize positive behavior incentives to encourage acceptable student behavior. Students who demonstrate unsatisfactory behavior will be required to reflect on the impact of their behavior and how to make better choices in the future. Persistent or severe behavior issues will be referred to the School's administration and/or the SST for additional support and follow up.</p>	<p>\$0</p>	<p>Behavior expectations were promoted during school wide discipline assemblies and student recognition assemblies throughout the school year. Teachers fostered classroom communities that reflect the School's core values with respect to character traits and behavior and evaluate student behavior during each student progress reporting period.</p> <p>Teachers, administrators and school staff utilized positive behavior incentives to encourage acceptable student behavior. Students who demonstrated unsatisfactory behavior were required to reflect on the impact of their behavior and how to make better choices in the future. Persistent or severe behavior issues were referred to the School's administration and/or the SST for additional support and follow up.</p>	<p>\$0</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Students will participate in the Boyle Heights History Hike.	\$0	Students, parents and the community participated in the Boyle Heights History Hike.	\$0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will maintain a clean and safe facility.	\$94,234 in Operating Services (Prop 39 agreement) funded by LCFF base.	EPS2 maintained a clean and safe facility.	\$94,234, 5000 Series, LCFF Base
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will offer an after school enrichment program.	\$19,350 for after school coordinator from LCFF S&C. (Object 7311.	EPS2 offered an after school enrichment program.	\$18,654, 2000 Series, LCFF S&C \$93,600, 2000 Series, ASES,

	<p>Position is part of School Support and shared between Extera 1 and 2)</p> <p>\$84,240 in Classified Salary expense; \$82,750 from ASES funds; \$1,490 from LCFF S&amp;C.</p> <p>\$36,000 in Operating Services expense (for after school consultants) - \$50,000 from private grant, \$11,200 from LCFF S&amp;C</p>		LCFF S&C
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
EPS2 will employ campus and supervision aides to support a safe campus.	\$51,480 in Classified Salary expense funded by LCFF base.	EPS2 employed campus and supervision aides to support a safe campus.	\$63,180, 2000 Series, LCFF Base

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Extera Public Schools will plan for increased opportunities for more authentic professional learning opportunities for all teachers and plans to make adjustments in the leadership structure and staffing to address the teacher concerns raised in the survey. We will continue to conduct annual stakeholder satisfaction surveys.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$674,350
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More than 90% of Extera Public School #2 students fall into the unduplicated count of low income youth, English learners, and foster youth, so supplemental and concentration grant funds will be used to support the overall function of the school wide operations, including 15 additional instructional days (for a total of 195 days of annual instruction). Based on the identified needs of students and the feedback of parents, teachers, and staff, additional program supports will be put in place to ensure that all students make satisfactory progress, including low income, English learners, and foster youth. These additional supports will include full-time Apprentice Teachers and Support Teachers who will assist regular classroom teachers with instruction and intervention; increased access to technology in the classroom; leveled reading materials and other CCSS-aligned instructional materials that support progress in English language arts and mathematics; and increased opportunities for parent education and participation.

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

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

24.4	%	
The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in FY 2016-17 is 24.4%. Extera Public School #2 meets this proportionality percentage in part by offering an instructional year that is 8% longer than the standard 180-day school year. The remaining percentage is met by providing additional academic support from full-time, Support Teachers to all Extera students on a daily basis during the instructional day.		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$2,332,892	\$0	\$0
1000-1999 Certificated Salaries	911,697	0	0
2000-2999 Classified Salaries	503,670	0	0
3000-3999 Employee Benefits	102,355	0	0
4000-4999 Books and Supplies	82,895	0	0
5000-5999 Services and Other Operating Expenses	563,891	0	0
6000-6999 Capital Outlay	124,500	0	0
7000-7499 Other	43,884	0	0

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$2,332,892	\$0	\$0
LCFF Base	1,267,258	0	0
LCFF S & C	692,365	0	0
After School Education & Safety	82,750	0	0
Other State Revenues	90,962	0	0
Federal Revenues - Title I	133,466	0	0
Other Federal Funds	66,091	0	0

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$2,332,892	\$0	\$0

1000-1999 Certificated Salaries	LCFF Base	751,153	0	0
1000-1999 Certificated Salaries	LCFF S & C	129,582	0	0
1000-1999 Certificated Salaries	Other State Revenues	30,962	0	0
2000-2999 Classified Salaries	LCFF Base	163,410	0	0
2000-2999 Classified Salaries	LCFF S & C	146,794	0	0
2000-2999 Classified Salaries	Other State Revenues	60,000	0	0
2000-2999 Classified Salaries	Federal Revenues - Title I	133,466	0	0
3000-3999 Employee Benefits	LCFF S & C	102,355	0	0
4000-4999 Books and Supplies	LCFF Base	72,895	0	0
4000-4999 Books and Supplies	LCFF S & C	10,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base	279,800	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C	135,250	0	0
5000-5999 Services and Other Operating Expenses	After School Education & Safety	82,750	0	0
5000-5999 Services and Other Operating Expenses	Other Federal Funds	66,091	0	0
6000-6999 Capital Outlay	LCFF S & C	124,500	0	0
7000-7499 Other	LCFF S & C	43,884	0	0

**Expenditures by Goal and Funding Source**

Funding Source

Year 1

Year 2

Year 3

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

All Funding Sources

1,739,277

0

0

LCFF Base	944,887	0	0
LCFF S & C	503,871	0	0
Other State Revenues	90,962	0	0
Federal Revenues - Title I	133,466	0	0
Other Federal Funds	66,091	0	0

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.

All Funding Sources	53,244	0	0
LCFF S & C	53,244	0	0

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.

All Funding Sources	540,371	0	0
LCFF Base	322,371	0	0
LCFF S & C	135,250	0	0
After School Education & Safety	82,750	0	0