

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

HighTech Los Angeles High School is an independent public charter school situated in the Van Nuys that provides a rigorous college preparatory curriculum through Project-based Learning experiences for all students. Our school serves approximately 394 students in grades 9-12, comprised of 50% White, 35% Hispanic, 8% Asian, 3% 2+ Races, 2 % African American, of which 49% qualify for free/reduced lunch, 10% Students with Disabilities, 3% English Language Learners, and <1% Foster Youth.

HighTech LA students are prepared to enter a college of their choice and become “knowledge leaders” in the 21st century digital world. HTLA is designed to stimulate curiosity, inquiry, and a constant desire to push beyond limits, through a rigorous college-preparatory curriculum and intensive technology training. With the goal of preparing students for high-skilled, high-wage careers, our demanding college preparatory curriculum is brought to life by students’ using the latest technology to develop innovative hands-on projects.

HTLA is a small high school that provides a standards-based, college preparatory education that places an emphasis on using technology and hands-on interdisciplinary projects in addition to more traditional pedagogy. HTLA students do not simply learn facts and figures, but are engaged in discovering new knowledge on their own with the tools afforded to them in today’s information age. In addition to a college preparatory curriculum in which each student meets the A-G University of California

requirements, HTLA has provided technology-based electives on web design, robotics, computer engineering, Biotechnology, Computer Programming, and computer repair. As a graduation requirement, each senior is placed in an off-campus internship. All students participate in twice yearly “Presentations of Learning” in which they present their best work to a panel for defense and review.

As a college prep high school that draws students from approximately 45 middle schools all over the San Fernando Valley and Los Angeles proper, HTLA is committed to “leveling the playing field” for all its students. To that end, HTLA provides a rigorous education that focuses on critical thinking and analytical skills through project based instruction as well as opportunities for students to receive support in areas of weakness. Technology is infused into every class and each student is provided a tablet computer for school and home use.

LCAP Highlights

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

HighTech LA High School is a newly established charter school scheduled to open fall 2018. Our school has developed the following 3 LCAP goals that support our school’s mission, vision, and the 8 State Priorities:

- **GOAL #1: Use student/schoolwide data from assessments to inform decisions regarding instructional practices and Implement research-based intervention programs and practices for all students to improve student achievement, increase student access to rigor, and provide relevant learning experiences.**
- **GOAL #2: Provide all students with a rigorous and relevant college-preparatory curriculum, through Project-based Learning that engages students others as they positively impact their community instruction that engages all students in ‘real-world’ applications and experiential learning opportunities in preparation for College & Career to contribute to an educated citizenry.**
- **GOAL #3: Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.**

Review of Performance

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

Greatest Progress

HTLA High School continues to make annual gains on the CAASPP ELA and Math assessment for grade 11. The Spring 2017 ELA CAASPP Scale Score is +88 points above Distance from Level 3; and for Math CAASPP Scale Score is +36.6 point above Distance from level 3.

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

Greatest Needs

HTLA High School earned an “orange” performance level for Suspension Rate.

As a result, our school has revised the Advisory program and its curriculum. We are seeking to implement Alternatives to Suspension. This year, our school piloted Restorative Justice/Circles.

In addition, our school received a “Not Met” for all of the local indicators as a result of not completing the Local Indicator data on the CA Dashboard prior to the deadline. Our school did meet all of the criteria for the local indicators but did not complete the reports on the CA dashboard.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

HTLA High School does not have any performance levels which are 2+ performance levels below the “all” student performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See DIISUP Section.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 4,568,252

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 1,787,610

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to, the following costs associated with operating the HTLA High School's Program

- Auxiliary Staff Members (Subs, Office staff, Aides, Etc.)
- Supplies including: groundskeeping, office, custodial, etc.
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional and instructional consultants
- LAUSD District Oversight Fee
- Financial Consultants

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 3,922,797

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

HTLA supports student achievement with a collaborative, project based learning model.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

% of appropriately credentialed & assigned: 100%

100% - Outcome Met

% of staff who participate in professional development: 100%

100% - Outcome Met

of professional development opportunities available to staff: 10

This is not a valid measurement for measuring student achievement

% of students enrolled in broad curriculum/student course enrollment data: 100%

100% - Outcome Met

% of students instructed in ELA and Math CCSS: 100%

100% - Outcome Met

Expected

Actual

ELA and Math Assessments:
60% of students will meet or exceed the standards in Math and 81% will meet or exceed the standards in ELA on the SBAC
63% will meet the growth targets for Math and 77% will meet the growth targets for ELA as measured by the NWEA

2016-17 ELA CAASPP: 87% - Outcome Met
 2016-17 Math CAASPP: 65% - Outcome Met
 2017-18 ELA CAASPP: 90% - Outcome Met
 2017-18 Math CAASPP: 63% - Outcome Met

2017-18 Reading NWEA:
 9th grade: 44% Outcome Not Met
 10th grade: 41% Outcome Not Met
 2017-18 Language Usage NWEA:
 9th grade: 63% Outcome Not Met
 10th grade: 53% Outcome Not Met
 2017-18 Math NWEA
 9th grade: 60% Outcome Not Met
 10th grade: 63% Outcome Not Met

A-G course completion rate: 100% of students are enrolled in and complete the UC A-G requirements.

2016-17: 100% - Outcome Met

% of EL students reclassifying to RFEP: 50% of students will be reclassified

2016-17 RFEP: 0%; 2017-18 RFEP: 50%

Attendance rate: 97%

2016-17 ADA: 96%
 2017-18 Attendance: 97.08%

Documentation of number of CCSS focused professional development: Maintain

This is not a valid measurement for measuring student achievement

Attrition rate: 6% attrition rate for 9th grade students

2016-17:

Expected

Actual

1% attrition rate for 10th grade students

9th: 11% Outcome Not Met
10th: 4% Outcome Not Met

Graduation rate: 97%

100% - Outcome Met

of classes that implement multiple ways of learning and provide multiple ways of demonstrating learning: 100%

This is not a valid measurement for measuring student achievement.

Documentation of student participation in intervention activities: Maintain

This is not a valid measurement for measuring student achievement.

% of students with access to effective standards-aligned instructional materials: 100%

100% - Outcome Met

Teacher surveys: Maintain

Yes, teacher survey administered. Outcome Met

Decrease chronic absenteeism rates: Decrease by 1%

2016-17: 7.7%

Expected

Actual



2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	404	31	7.7%
ASIAN	18	0	0.0%
FILIPINO	10	0	0.0%
HISPANIC	142	7	4.9%
WHITE	163	17	10.4%
2+ RACES	10	0	0.0%
ENGLISH LEARNERS	10	0	0.0%
SOC. ECON DISADV.	183	13	7.1%
SPED	41	4	9.8%

School facilities are maintained in good repair: School facilities are maintained in good repair

May 2017: Exemplary

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional development at the staff retreat and throughout the year focuses on implementing the CCSS, how to use NWEA and ALEKS data to inform instruction, best practices, and project based instruction.</p>	<p>HTLA High School provided all teachers and administration with Professional Development:</p> <ul style="list-style-type: none"> • Summer PD • During the School year: 2 times/week • 3 Non-instructional days during the school year • Conferences: CCSA, CMC-Math Conf. • PD topics offered: NWEA, ALEKS, Microsoft, Literacy 	<p>\$11,000</p> <p>LCFF Base</p> <p>5863</p>	<p>\$18,080.05</p> <p>LCFF Base</p> <p>5863</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Summer school is offered as an intervention for students who have been unsuccessful in a core academic subject. Summer School provides an opportunity for more individualized instruction for student to remediate academic deficiencies.</p>	<p>HTLA High School offered a summer school intervention program for students in the 50-60th percentile for academic support.</p>	<p>\$4750 LCFF Base 1100</p>	<p>\$6912.50 LCFF Base 1100</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Summer School targets unduplicated students by providing more individualized and personalized instruction that focuses on skills as well as credit recovery.</p>	<p>HTLA High School hosted the Summer “Boot Camp” for incoming 9th grade students where activities on culture building took place in addition to administering diagnostic assessments in ELA and Math for all students.</p>	<p>\$5000 LCFF Supplemental College Readiness Grant 1100, 4720</p>	<p>\$1,919.85 LCFF Supplemental College Readiness Grant 1100, 4720</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ALEKS stands for Assessment and Learning in Knowledge Spaces. It is a web-based assessment and learning system that uses adaptive questioning to efficiently determine a student’s knowledge in a subject. Based on student-readiness and prior knowledge, ALEKS then instructs the student on a topic. As he/she works through a course, ALEKS regularly reassess the student’s understanding to ensure knowledge is retained. Typical assessments do not include multiple-choice questions, and thus a student who shows high mastery of an ALEKS course will be successful in the actual course he/she is taking.</p>	<p>ALEKS Math, web-based program has been adopted and implemented as part of the Math core program. ALEKS allows for instruction to be differentiated, and provides each student with a learning path. HTLA High School will continue subscribing to this program for the upcoming school year</p>	<p>\$12,000</p> <p>LCFF Base 4320,7338</p>	<p>\$16,150.00</p> <p>LCFF Base 4320, 7338</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ALEKS provides one-on-one instruction, 24/7 from virtually any Web-based computer. This readily available and individualized support allows unduplicated students to achieve their learning goals.</p>	<p>This action is a duplicate of Goal 1, Action 4. Rather in order to ensure all students are college/career ready, the school's College Counselor provides workshops for parents and students on</p> <ul style="list-style-type: none"> • College Day • Career Day • Naviance • CSUN Library • Internship placements <p>Our school hosted field trips to colleges/universities in Northern California, and an East Coast Trip.</p> <p>The Principal has engaged in student outreach efforts to increase the number of unduplicated students within the community.</p>	<p>\$5,000</p> <p>LCFF Base</p> <p>4320</p> <p>7338</p>	<p>\$4,038.14</p> <p>LCFF Base</p> <p>4320</p> <p>7338</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring is available from HTLA teachers before and after school in all subject areas.	HTLA High School teachers provide 1 hour of tutoring before and after-school across all disciplines for students who struggle academically.	\$5,500 Title I 3010	\$17,000 Title I 3010

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Before and after school tutoring benefits all unduplicated students by providing small, 1-to-1 individualized instruction.	This action is a duplicate of Goal 1, Action 6.	\$5,500 Title I 3010	\$0 Duplicate of Goal 1, Action 6

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NWEA is a research-based, computerized assessment that helps teachers determine the depth of students' learning. The assessments provide precise, real-time information about each individual student's strengths and challenges, as well as his/her growth and learning needs. This information is used to inform instruction and maximize every learner's academic growth.</p>	<p>NWEA MAP assessments was administered 3 times/year for EL students; and 2 times/year for non-EL students in grades 9-12 to monitor and track student achievement and identify students who require additional intervention.</p>	<p>\$3,500</p> <p>LCAP Base</p> <p>4320</p>	<p>\$6,056</p> <p>LCAP Base</p> <p>4320</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NWEA benefits unduplicated student groups with assessments that provide precise, real-time information about each individual student's strengths and challenges, as well as his/her growth and learning needs. This information is used to inform instruction and maximize each learner's academic growth.</p>	<p>This action is a duplicate of Goal 1, Action 8</p>	<p>\$1500</p> <p>LCFF Supplemental</p> <p>4320</p>	<p>\$0</p> <p>Duplicate of Goal 1, Action 8</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>HTLA students receive instruction from appropriately assigned, fully credentialed NCLB teachers, who are adept at meeting the needs of all students. Instructors hold high expectations for students, while offering high levels of encouragement and support. They develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for success in school and life. These instructional activities provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.</p>	<p>HTLA High School employed a total of 17 appropriately credentialed and assigned teachers.</p>	<p>\$2,037,340</p> <p>LCFF Base, Title I</p> <p>1100, 3100, 3010, 3300, 3400. 3600</p>	<p>\$1,006,884.01</p> <p>LCFF Base, Title I</p> <p>1100, 3100, 3010, 3300, 3400. 3600</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Human Resources Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of HTLA's diverse and unique community.</p>	<p>HTLA High School employs a Human Resources Support Staff in charge of recruitment and retention of teachers.</p>	<p>\$80,000 LCFF Base 2400</p>	<p>\$88,000 LCFF Base 2400</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>HTLA purchases and maintains textbooks, supplies, and supplemental instructional materials that are standards-aligned and effective in supporting student learning.</p>	<p>HTLA High School purchased standards-aligned curricular and instructional materials (supplies for projects); Chemistry, Science Lab, Noodle Tools, English Books, and software.</p>	<p>\$60,000 LCFF Base 4200, 4320,4325</p>	<p>\$59,051.74 LCFF Base 4200, 4320,4325</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3 certificated staff will attend the CCSA conference.	Duplicate of Goal 1, Action 1 under "conferences"	\$5000 LCAP Base 5200	\$0 See Goal 1, Action 1 (Duplicate)

Analysis

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

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

All actions and services under Goal #1 were implemented with fidelity.

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

The actions/services listed were effective in achieving Goal #1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The biggest difference is in Goal 1 Action 10. I believe this is because the original salary number included non-teachers and is overstated because of this.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, the goal, annual measurable outcomes, actions and services will be revised to align with the school's mission, educational program, CA Dashboard, LCAP required AMO's and the 8 State Priorities.

Goal 2

HTLA will foster a sense of community by providing a healthy, safe, inclusive school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3

Local Priorities:

Annual Measureable Outcomes

Expected

Suspension and expulsion records: Maintain Suspension rate at less than 3% school-wide

Actual

2016-17 Suspension Rate: 2.7% - Outcome Met

2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	404	12	2.7%
ASIAN	18	0	0.0%
FILIPINO	10	0	0.0%
HISPANIC	142	2	1.4%
WHITE	163	6	3.1%
2+ RACES	10	0	0.0%
ENGLISH LEARNERS	10	0	0.0%
SOC. ECON DISADV.	183	8	3.8%
SPED	41	0	0.0%

Expected

Actual

Maintain expulsion rate at 3%	2016-17 Expulsion Rate:
Student surveys: HTLA will maintain a 90% or higher average for students reporting that they feel safe on campus.	Student survey administered.
Parent surveys: Maintain	Parent surveys were not administered
# Of students in extra-curricular activities, on campus clubs, and student council: Maintain	This is not a valid measurement for measuring an inclusive school environment.
# Of activities offered at school: Maintain	This is not a valid measurement for measuring an inclusive school environment.
Parent Engagement in school: HTLA maintains high parental involvement with 70% of parents attending one or more school events. Approximately 60% of parents access at least one of the online resources once during the school year.	This is not a valid measurement for measuring an inclusive school environment. Rather, feedback from parents on school surveys is a more effective measurement assuming the majority of parents participates.
Parental Input: Maintain	Parent input was collected during schoolwide/parent meetings.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Utilize Making Caring Common and Safe School Ambassadors, which use research and the expertise and insights of both educators and parents to develop effective strategies for promoting kindness and a commitment to the greater good. With the MCC curriculum, HTLA fosters a community of students, parents, staff, and faculty who are caring, responsible, and committed to justice.</p>	<p>HTLA High School did not implement Making Caring Common. Rather the Safe School Ambassadors Program via the Harvard Program was implemented and select students and staff received extensive training on developing effective communication skills, supporting and sustaining a positive school culture, how to diffuse a negative situation. This program has been essential in preventing situations from escalating</p>	<p>\$6500</p> <p>LCFF Base</p> <p>5820</p>	<p>\$2,000</p> <p>LCFF Base</p> <p>5820</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Bridg-it is a web-based application that allows students to confidentially report concerns to adults on campus. "Concerns" include concern that another student is engaging in self-harm, has suicidal ideation, is violent, is bullying, etc. The app also has activities for students and classes that develop empathy skills and environmental awareness.</p>	<p>Bridg-it subscription was purchased and implemented schoolwide. According to the School Counselor, this anonymous app provides our students with the ability to report any concerns including but not limited to self-harm, bullying, suicidal ideation, violence, etc.</p>	<p>\$6500</p> <p>LCFF Base</p> <p>4320</p>	<p>\$3200</p> <p>LCFF Base</p> <p>4320</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Detention serves as an alternative for suspensions, thereby allowing students to remain in school and up to date in their coursework.</p>	<p>HTLA High School implemented Saturday School, which starts at 7am as detention. Students are able to complete coursework/homework, speak with the counselor and/or principal about concerns.</p>	<p>No additional cost</p> <p>N/A</p> <p>N/A</p>	<p>\$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. HTLA school counselor will attend Restorative Justice professional development and will implement training.</p>	<p>HTLA High School Counselor received training on Restorative Justice. This year, it was piloted with mixed grade levels that participated in Restorative Justice Circles.</p>	<p>\$300</p> <p>LCFF Base</p> <p>5200</p>	<p>\$300</p> <p>LCFF Base</p> <p>5200</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For parent communication, HTLA will update the school website weekly, advertise in newspapers (Daily News, LA Times,) send email blasts to parents as needed, provide monthly newsletters, and send weekly automated recorded messages.</p>	<p>HTLA High School utilizes numerous methods and venues to communicate with parents, which includes:</p> <ul style="list-style-type: none"> • Mail Chimp • PowerSchool Parent Portal: Grades and attendance • AutoDial System: Blackboard • Student created weekly newsletter • Updated website regularly • Administered parent survey • School Site Council Meetings (4) • Parent Liaison 	<p>\$3,605</p> <p>LCFF Base</p> <p>5851, 5900</p>	<p>\$1568.18</p> <p>LCFF Base</p> <p>5851, 5900</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>HTLA will work with the Special Education department as well as Special Education case carriers to develop behavior support plans for SWD and develop additional alternatives to suspensions.</p>	<p>HTLA High School is part of the LAUSD SELPA Option 3. The following is a list of our school's SPED Department:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 6 Instructional Aides • Psychologist (FTE) • Contracted Services include: OT, APE, Speech and Language, and Nurse. 	<p>\$10,000</p> <p>AB602</p> <p>1100</p>	<p>\$373,536.91</p> <p>AB602</p> <p>1100</p>

Analysis

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

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

The actions & services for Goal #2 were implemented with fidelity that support the goal.

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

The actions & services outlined were highly effective in fostering a sense of community by providing a safe and inclusive school environment. HTLA High School will review and analyze survey results that will serve to guide any changes, or modifications to the school's program and/or services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, the goal, annual measurable outcomes, actions and services will be revised to align with the school's mission, educational program, CA Dashboard, LCAP required AMO's and the 8 State Priorities.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The LEA held several SSC meetings during the planning of this. These meetings occurred in Spring, 2018. Additional parent input was requested in our year end survey.

Additionally, goals were discussed regularly with the faculty during Spring, 2018 and confirmed with an end of year survey.

Also, both our Administrative Team, our Special Education Director, and our Student Services Committee were consulted as to goals and best actions to meet schoolwide and more targeted results.

Impact on LCAP and Annual Update

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

In every case, the general approach was confirmed by each group. Goal 1, Actions 1-4, 6 were generally agreed upon as critical to our mission. Different actions were requested by different groups that slightly altered some of the details of the plan for the upcoming year. For example, our commitment to student technology was confirmed by teachers, parents and students. Teachers emphasized the need for some new textbooks in different departments. It was concluded that this will be a primary action over the next 3-4 years. Parents requested more opportunities for informal meetings with the Administration. Thus we have begun monthly morning meetings. Finally, Goal 1, Action 7 was emphasized as necessary by our Student Services Committee.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

Goal 1

Use student/schoolwide data from assessments to inform decisions regarding instructional practices and Implement research-based intervention programs and practices for all students to improve student achievement, increase student access to rigor, and provide relevant learning experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities: 1

Identified Need:

We have roughly 1/3 of our 11th graders in math and 10% in English who are not at grade-level based on CAASPP scores. Also, our student academic growth as reported in our NWEA Map growth reports shows room for improvement. As a college-prep school with both statewide and national focus, we aim to improve on our student college preparation.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers that will be appropriately	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
credentialed and assigned				
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores:	N/A	+88 points DFL3	> +80 points DFL3	> +80 points DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores:	N/A	+36.6 points DFL3	+40 points DFL3	+40 points DFL3
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	Unknown	49%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.
EL Reclassification Rate:	0%	50%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.
% Of students who meet/complete UC A-G	100%	100%	100%	100%
% Of students who “Prepared for College” as measured by EAP results: ELA	57%	59%	61%	63%
% Of students who “Prepared for College” as measured by EAP results: Math	30%	32%	34%	36%

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFF: For a Base Program
HTLA High School will employ the following educators to support the school's

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>base educational program, the goals, actions and services outlined in this LCAP, serving 100 students in grades 6-7.</p> <ul style="list-style-type: none"> • 17 classroom teachers • 1 Principal
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,000,007	
Source		LCFF Base	
Budget Reference		1100	

Action 2

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)

2017-18 Actions/Services

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2018-19 Actions/Services

<p>SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 6 Instructional Assistants • Psychologist • Contracted services: Speech & Language, APE, and Occupational Therapist
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$300,000	
Source		State and Federal SPED Entitlements	
Budget Reference		8181 8381	

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT/LEARNING
We believe that students best acquire knowledge by *doing* and *experiencing* learning through hands-on, personalized

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

inquiries and expressions of learning through a highly engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today's global workforce.

HTLA High School will provide all teachers with research and evidence based professional development aligned to the CA State Standards, school's mission and educational program that are targeted to meet the needs of our students. **Professional Development topics/areas** will include:

- **Recap on Project-based Learning: Buck Institute**
- **Recap on Literacy**
- **Differentiation**

All instruction at HTLA High School starts first with the state standards, including the California Common Core State Standards (CCSS), new Next Generation Science Standards (NGSS) and the state's frameworks for instructional design, all of which drive the creation of lesson plans and assessments.

HTLA High School collaboratively plan units of study using the "backward design" guidelines in Wiggins & McTighe, Understanding by Design.

2017-18 Actions/Services

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2018-19 Actions/Services

<p>Additionally, professional development for all teachers will take place as follows:</p> <ul style="list-style-type: none"> • Summer PD: 3 days • During the academic year: 5 Non-instructional Days with a focus on Data analysis & PBL • During the academic year: twice weekly for ongoing planning, designing and reflecting.
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$25,000	
Source		LCFF Base	
Budget Reference		7910	

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:
HTLA High School has adopted and implemented LAUSD's EL Master Plan

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

alignment with the recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will implement the Academy Class, which is a targeted ELD course that meets twice per week for 70 minutes each. In addition, our school will offer additional EL support during pull-out session during X-Block

Teachers will administer the ELPAC assessment to all ELLs. The **Student Services Committee** will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program and ensure EL receive appropriate supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$0	
Source		N/A	
Budget Reference		N/A	

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS:

HighTech LA High School will implement multiple types of assessments, in order to monitor each student's academic progress;

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP (ELA/Math): 3 times/year**
- CDE’s Interim Assessment Blocks
- CDE’s Interim Comprehensive Assessments
- Presentations of Learning
- Exhibitions
- **PSAT: Grades 10-11**
- **SAT: Grade 12**

In addition, HTLA High School will administer the following **state-mandated assessments:**

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math: Grade 11
- Physical Fitness Test: Grade 9
- CA Science Test (CAST): HS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$7,000	

Year	2017-18	2018-19	2019-20
Source		LCFF Base	
Budget Reference		1100	

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:
HTLA High School will align its academic

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

interventions to core instruction; and grade level content to ensure all students including unduplicated pupils, are on track towards grade level mastery, in order to narrow the achievement gaps.

Our school will purchase and implement the following supplemental intervention programs and/or provide the following resources for students:

- **Brain Pop (subscription)**
- **Kahoot (subscription)**
- **Newsela (subscription)**

HTLA High School will offer **before and after-school tutoring** during the academic year, by a credentialed teacher for students who struggle academically.

HTLA High School will offer **Summer School** for credit recovery for ELA and mathematics using **BYU Online and Scout.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$30,000	

Year	2017-18	2018-19	2019-20
Source		LCFF S&C	
Budget Reference		1100	

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIAL-EMOTIONAL/

BEHAVIORAL SUPPORT/INTERVENTION:

HTLA High School staff will review and analyze student data, and during PLC time with teachers will identify students who require social-emotional and/or behavioral supports.

HTLA High School will implement a Comprehensive System of Supports, which will allow us to continue to collect and analyze students’ qualitative and quantitative data as they receive instruction and intervention within the framework developed. Our school will research universal screeners for social-emotional behavior risk screeners for adoption.

- Implement Community Circles trainings for students
- Onsite **Counseling services** to provide academic, social and emotional counseling, including small group counseling.
- Students with Medi-Cal will have access to the Institute for Multicultural Counseling & Education Services
- **Bridg-it app subscription:** an app where students are able to anonymously report any concerns including but not limited to self-harm, bullying, suicidal ideation,

2017-18 Actions/Services

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2018-19 Actions/Services

<p>violence, etc.</p> <ul style="list-style-type: none"> • Partnership with Planned Parenthood • Our staff will receive professional development on Mindset Training. <p>HTLA High School will provide a Summer “Boot Camp” for incoming 9th grade students where activities on culture building take place in addition to administering diagnostic assessments for ELA and Math.</p>

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$115,603	
Source		LCFF S&C	
Budget Reference		1100, 3000	

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

New Goal

Goal 2

Provide all students with a rigorous and relevant college-preparatory curriculum, through Project-based Learning that engages students others as they positively impact their community instruction that engages all students in 'real-world' applications and experiential learning opportunities in preparation for College & Career to contribute to an educated citizenry.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 7, 8

Local Priorities: 1, 7

Identified Need:

There is a need to continue to strengthen quality and delivery of instruction to improve student academic outcomes thorough engaging PBL instruction.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Of students that have access to standard-aligned materials.	100%	100%	100%	100%
% Of EL students that have access to CCSS & ELD standards	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Implementation of standards-based adopted academic content & performance standards for all subject areas:	Baseline	ELA	5	ELA	5
		ELD	3	ELD	4
		MATH	4	MATH	4
		NGSS	4	NGSS	4
		HISTORY	5	HISTORY	5
		CTE	4	CTE	4
		HEALTH ED	4	HEALTH ED	4
		PHYS ED.	4	PHYS ED.	4
		VAPA	4	VAPA	4
		WORLD LANG.	4	WORLD LANG.	4
% Of students with access (including UP & Students with Disabilities) & are in enrolled in a broad course of study: Social Science, Science, PE.	100%	100%	100%	100%	
Maintain Attendance Rates: >96%	96%	>96%	>96%	>96%	
Chronic Absenteeism Rate by 0.5%:	7.7%	7.2%	6.7%	6.2%.	
Maintain High School Dropout Rate: <2%	0.5%	<2%%	<2%	<2%	
Decrease the % of “at-risk” students as measured on the Physical Fitness Test (PFT): Grade 9	25.2%	27%	29%	31%	
Maintain HS Graduation Rate >96%	96.4%	>96%	>96%	>96%	

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student will have access to standards-aligned curriculum. HTLA High School

2017-18 Actions/Services

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2018-19 Actions/Services

plans to purchase the following curriculum which includes but is not limited to:

- **Chemistry**
- **Physics**
- **Noodle Tools: device for students to store citations**
- **Aleks Math**
- **ELA: Expeditionary Learning**

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$50,000	
Source		LCFF Base	
Budget Reference		1100	

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

TECHNOLOGY
HTLA High School will implement a 1:1 student to device ratio. Annually, the **IT Director** will conduct a needs assessment

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

based on staff and student needs. Our school will continue to lease tablets for students.
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$170,000	
Source		LCFF S&C \$110,000 LCFF Base \$60,000	
Budget Reference		1100, 7910	

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:
HTLA High School will emphasize group

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

work, community ethics, personal responsibility and individualized instruction with a tech-infused, Project-Based Learning model, unique to this community. Our standards-based, college preparatory model is carefully designed to engage students and motivate them in their own learning. Our emphasis on using technology and hands-on interdisciplinary projects, as well as connecting student work to “real world” careers helps students envision a future for themselves in meaningful careers.

In order to provide students with relevant learning experiences outside of the classroom, our school will offer a plethora of activities to engage student that include:

- Fall & Spring Exhibition Night – Open House
- Transitional Presentations of Learning which students must pass in order to transition to the next grade level.
- Internship: 11th grade requirement
- Advisory Program will be revised, and curriculum will be purchased
- Class projects: Core courses
- Advisory Project: primarily for team

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

building, circles, social-emotional learning that includes:

- Gratitude Project: 3 week project where students demonstrate 'gratitude'
- Dream Project: Wall of Dreams
- Offer Robotics Team
- Students will have the opportunity to participate in contests and competitions that include but are not limited to:
 - Student "Pop Day"
 - Surprise Field Day
 - Congressional Photo Contest
 - SF Chess Tournament
- Will offer extracurricular activities such as the following during lunch and after-school clubs:
 - Public Debate Program
 - Art Club
 - Game Club: Computer Gaming
 - Key Club: Community Service

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> ○ Gay Straight Alliance: GSA ○ Debate Club ○ Library Club • Extracurricular Activities include: <ul style="list-style-type: none"> ○ Student Council ○ Robotics ○ Students Run LA
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$50,000	
Source		LCFF S&C	
Budget Reference		1100	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

COLLEGE PREP/COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:
In order to prepare all students for the

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

careers of the 21st century, it is critical that our school provide all students, including Unduplicated students and students with disabilities, with access to a broad course of study, courses that are **UC A-G approved**, and credit recovery program. Our **College Counselor** ensures all courses are UC A-G approved and provides our student with college and career planning. As part of our school's college going culture and high expectations our school provides all students with the following CCR resources:

- **Senior Internship** (graduation requirement)
- **Naviance:** for teachers to upload letters of recommendation, career planning and for students to participate in virtual College Tours.
- Access to a counselor and resources for Career Planning
- Our school has developed a partnership with **CSUN's Accelerated Coursework** in Computer Science, and Engineering for Student Success (**ACCESS) Program** accessible to all students in grades 11-12. Student can earn Pre-engineering credit at CSUN, taught by credentialed teacher.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Combo SAT/ACT: Grade 9 & 10 • Students have access to the Method Test Prep • Host field trips to colleges/universities • Host Career Day: Guest Speakers who are professionals • Host college reps at HTLA HS for our students (approximately 30) • Host the Women in Science Panel for all students. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$25,000	
Source		LCFF S&C	
Budget Reference		7338	

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

New Goal

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Identified Need:

Establish positive relationship with parents/families to further engage them in their child’s education.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement including unduplicated students and Students with Disabilities) through input in decision-making via SSC, ELAC & PTC: Met	Outcome Met	Outcome Met	Outcome Met	Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students	Outcome Met	Outcome Met	Outcome Met	Outcome Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Students with Disabilities: Met				
Maintain suspension rates <2%.	2.7%	2.5%	2%	<2%
Maintain expulsion rates <1%	0%	0%	<1%	<1%
Increase parent participation rate on parent survey:	N/A	Not Administered	Establish Baseline	Will establish annual growth target once baseline is reported
Increase student participation rate on student survey:	Baseline	63% Grades 9-12	65%	67%
Facilities Inspection Tool (FIT) Score: Good or Better	Good	Exemplary	Good	Good

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE

2019-20 Actions/Services

SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

At HTLA High School uses compassionate communication strategies and training to teach and reinforce core concepts such as tolerance, compassion, workability and self-responsibility, grit and persistence, empathy, positive conflict resolution, and collaboration. The goals of this focus are to: (1) raise the level of social and emotional competence in all students as part of their regular education; (2) improve academic performance by creating caring, confident learners who are self-aware; and (3) create a compassionate, socially responsible, collaborative learning community.

HTLA High School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- Identify and implement **Safe School Ambassadors**
- **Administer annual student and staff surveys** to measure school safety and connectedness
- Host annual **Parent/student Orientations** – where students/families will learn about the school’s expectations, resources,

2017-18 Actions/Services

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2018-19 Actions/Services

<p>policies and procedures</p> <ul style="list-style-type: none"> • Develop a Comprehensive School Safety Plan that will be discussed and implemented schoolwide, including monthly drills • Advisory Program: builds community ethics and provides academic support for Presentations of Learning and final exams, but it also affords an opportunity for students to have a faculty advocate who knows them outside an academic context and can serve as a mentor. • Boot-camp • Teacher PD: Circle Training • Supervision during lunch will be done by teachers (teachers will be on a rotation block) • Continue to implement school uniforms
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,000	
Source		LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference		1100	

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING

At HTLA High School, parent input in decision-making will take place through the

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>following:</p> <ul style="list-style-type: none"> • School Site Council (SSC). • English Language Advisory Committee (ELAC) – if >21 EL students • Parent Association

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$0	
Source		See Staff salaries, Goal 1, Action 1	
Budget Reference			

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

HTLA High School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

- Annual Parent survey on school connectedness and safety
- Access to **Moodle**
- Access to Naviance/Family Connection
- Parents are able to communicate with staff via email/phone.
- Coffee with Mat: Monthly informal meetings
- Host Parent workshops on various topics as identified on parent surveys.
- Provide parents with access to parent portal on **PowerSchool**.
- Our Tech Director attends annual PowerSchool training to learn additional skills to improve data and communication of that data to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount		\$10,000	
Source		LCFF Base	
Budget Reference		1100	

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Changed

2017-18 Actions/Services

2018-19 Actions/Services

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> • Assess if whether site modifications/repairs and/or maintenance will be needed in order to provide an inclusive learning environment and universal access • Assess whether to install security film for windows • Conduct a needs assessment for campus security and monitoring (surveillance cameras, etc.) • Administer annual Facility Inspection Tool (FIT) report • Security System monitoring
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$70,000	
Source		LCFF Base	
Budget Reference		1100, 8910	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 337, 059

9%

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

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

2018-19

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds that support student academic outcomes, addresses social-emotional supports/interventions and college preparedness to ensure all students graduate, college-ready.

Goal 1, Action 6: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:

HTLA High School will align its academic interventions to core instruction; and grade level content to ensure all students including unduplicated pupils, are on track towards grade level mastery, in order to narrow the achievement gaps.

Our school will purchase and implement the following supplemental intervention programs and/or provide the following resources for students: Brain Pop (subscription), Kahoot (subscription), and Newsela (subscription).

HTLA High School will offer before and after-school tutoring during the academic year, by a credentialed teacher for students who struggle academically.

HTLA High School will offer Summer School for credit recovery for ELA and mathematics using BYU Online and Scout.

Goal 1, Action 7: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIAL-EMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:

HTLA High School staff will review and analyze student data, and during PLC time with teachers will identify students who require social-emotional and/or behavioral supports.

HTLA High School will implement a Comprehensive System of Supports, which will allow us to continue to collect and analyze students' qualitative and quantitative data as they receive instruction and intervention within the framework developed. Our school will research universal screeners for social-emotional behavior risk screeners for adoption.

- Implement Community Circles trainings for students
- Onsite Counseling services to provide academic, social and emotional counseling, including small group counseling.
- Students with Medi-Cal will have access to the Institute for Multicultural Counseling & Education Services
- Bridg-it app subscription: an app where students are able to anonymously report any concerns including but not limited to self-harm, bullying, suicidal ideation, violence, etc.
- Partnership with Planned Parenthood

- Our staff will receive professional development on Mindset Training.

HTLA High School will provide a Summer "Boot Camp" for incoming 9th grade students where activities on culture building take place in addition to administering diagnostic assessments for ELA and Math.

- Goal 2, Action 2: TECHNOLOGY

HTLA High School will implement a 1:1 student to device ratio. Annually, the IT Director will conduct a needs assessment based on staff and student needs. Our school will continue to lease tablets for students.

- Goal 2, Action 3: STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

HTLA High School will emphasize group work, community ethics, personal responsibility and individualized instruction with a tech-infused, Project-Based Learning model, unique to this community. Our standards-based, college preparatory model is carefully designed to engage students and motivate them in their own learning. Our emphasis on using technology and hands-on interdisciplinary projects, as well as connecting student work to “real world” careers helps students envision a future for themselves in meaningful careers. In order to provide students with relevant learning experiences outside of the classroom, our school will offer a plethora of activities to engage student that include:

- Fall & Spring Exhibition Night – Open House
- Transitional Presentations of Learning which students must pass in order to transition to the next grade level.
- Internship: 11th grade requirement
- Advisory Program: components of community building and social-emotional learning
- Class projects: Core courses
- Robotics competition

- Other competitions

- Clubs/Organizations

- Goal 2, Action 4: COLLEGE PREP/COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students, including Unduplicated students and students with disabilities, with access to a broad course of study, courses that are UC A-G approved, and credit recovery program. Our College Counselor ensures all courses are UC A-G approved and provides our student with college and career planning. As part of our school’s college going culture and high expectations our school provides all students with the following CCR resources:

- Naviance: for teachers to upload letters of recommendation, career planning and for students to participate in virtual College Tours.

- Access to a counselor and resources for Career Planning
- Our school has developed a partnership with CSUN's Accelerated Coursework in Computer Science, and Engineering for Student Success (ACCESS) Program accessible to all students in grades 11-12. Student can earn Pre-engineering credit at CSUN, taught by credentialed teacher.

2017-18

Through the Local Control Accountability Plan, the School has identified areas of need with our Low Income, English Learner, and Foster Youth populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. With this plan, for 2017-2018 LCAP the estimated amount of supplemental and concentration grant funding will be: \$235,806.

The LCFF supplemental fund allocation is budgeted for expenditures to increase student achievement in meeting Common Core State Standards. LCFF funds are targeted to provide professional development for instructional staff, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics for professional development include Common Core State Standards in all content areas, effective use of technology in the classroom for teaching and learning, assessment of student progress, strategies for students with disabilities in general education settings, and access to core strategies for English learners. HTLA prioritizes the Common Core State Standards by providing its teachers with professional development to ensure the curriculum is accessible to students. HTLA also recognizes the use of technology as a way to access the curriculum as well as the use assessments to monitor student progress. Consequently, the school implements programs to bolster student achievement.

Funds are earmarked for targeted programs aligned to the needs of all students and significant sub groups. Those students with specific needs such as Special Education and English Learners will receive academic support through programs and interventions. In addition, intervention programs for targeting student academic readiness, socio-behavioral, mental, and related student needs will be implemented in order to ensure students remain in school and make progress towards meeting identified goals.

The plan includes the utilization of the Making Caring Common Curriculum, which is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as mental and emotional well-being of all students.

HighTech LA's petition was renewed for the years 2015-2020 and the goals, identified needs, annual measureable outcomes, and actions and services developed in the LCAP are aligned with School's petition.

The Minimum Proportionality Percentage (MPP) will be 7.01%. The Supplemental LCFF funds provide additional layers of service for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. HTLA's plan includes a number of approaches to support unduplicated students, including Tutoring, ALEKS, and NWEA. The supplemental funds will help these interventions and approaches to continue so that HTLA can better serve its population of low income, foster youth, English learners, and re-designated students. These supplemental funds are critical for HTLA to maintain its support systems. This percentage serves as the benchmark with which we will measure our plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.