Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents: Data Input

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	HighTech LA
CDS code:	19-64733-0100677
LEA contact information:	Colleen Molina ms.molina@ht-la.org 818-609-2680
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount**
Total LCFF funds	$ 4,724,063
LCFF supplemental & concentration grants	$ 425,474
All other state funds	$ 717,414
All local funds	$ 335,051
All federal funds	$ 276,380
Total Projected Revenue	$ 6,052,908

Total Budgeted Expenditures for the 2025-26 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 6,002,908
Total Budgeted Expenditures in the LCAP	$ 5,623,606
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,326,959
Expenditures not in the LCAP	$ 379,302

Expenditures for High Needs Students in the 2024-25 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	
Actual Expenditures for High Needs Students in LCAP	

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local ed

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures not included in LCAP are Accounting, Banking, and Payroll Fees, District Oversight Fees and Legal Fees.
No response required.	
No response required.	

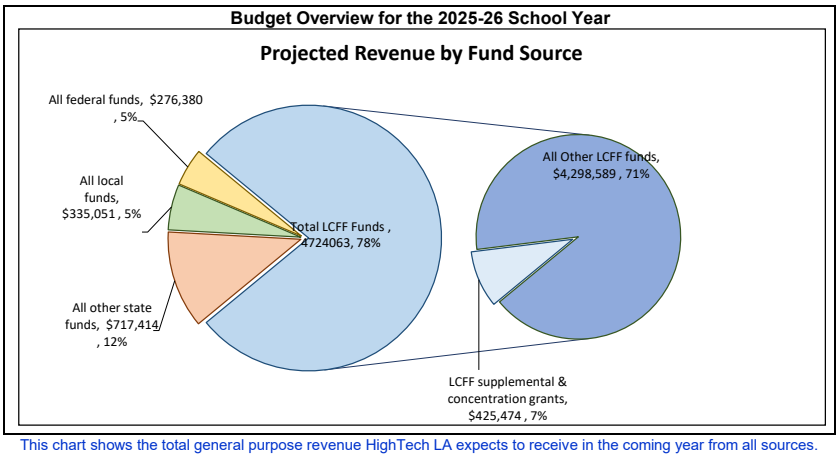
Not for Inclusion in the Template

LCFF Budget Overview for Parents

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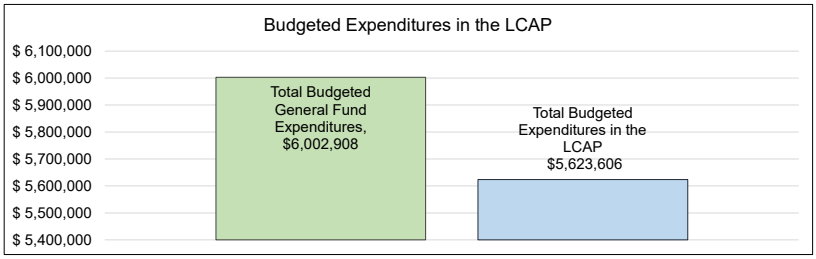
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



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

The text description for the above chart is as follows: The total revenue projected for HighTech LA is $6,052,908.00, of which $4,724,063.00 is Local Control Funding Formula (LCFF), $717,414.00 is other state funds, $335,051.00 is local funds, and $276,380.00 is federal funds. Of the $4,724,063.00 in LCFF Funds, $425,474.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much HighTech LA plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: HighTech LA plans to spend $6,002,908.00 for the 2025-26 school year. Of that amount, $5,623,606.32 is tied to actions/services in the LCAP and $379,301.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

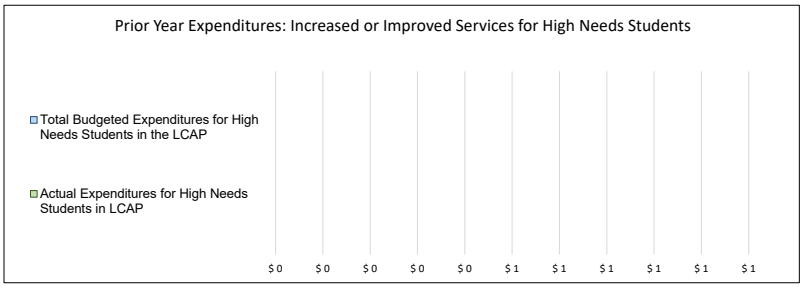
General Fund Budget Expenditures not included in LCAP are Accounting, Banking, and Payroll Fees, District Oversight Fees and Legal Fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, HighTech LA is projecting it will receive $425,474.00 based on the enrollment of foster youth, English learner, and low-income students. HighTech LA must describe how it intends to increase or improve services for high needs students in the LCAP. HighTech LA plans to spend $2,326,958.80 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what HighTech LA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what HighTech LA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, HighTech LA's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. HighTech LA actually spent $0.00 for actions to increase or improve services for high needs students in 2024-25.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
HighTech LA	Colleen Molina, Principal	Ms.molina@ht-la.org 818-608-2680

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 349 students in grades 9-12.

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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overview High Tech LA has conducted a comprehensive review of the 2024 California School Dashboard and local data to evaluate our annual performance. This reflection includes an analysis of both successes and challenges encountered during the past year, focusing on how we address the identified needs of our student groups and school.

Successes
-Graduation Rate: HTLA has maintained a strong 92.2% graduation rate, marking a 3.9% increase from the previous year, demonstrating our commitment to preparing students for post-secondary success.
-English Language Arts (ELA): Students scored 65.1 points above standard, with a 35.2-point increase, indicating significant progress in literacy achievement.
-Mathematics Performance: Students scored 0.4 points above standard, with a 39.7-point increase, showing substantial gains in math proficiency.
-Socioeconomically Disadvantaged Students in ELA & Math: This group saw ELA scores increase by 50.2 points and math scores increase by 70 points, showing the impact of targeted interventions.

Challenges
-College/Career Readiness: The percentage of students classified as "Prepared" declined to 52.6%, a 7.1% decrease, signaling a need for enhanced career readiness programs.
-English Learner Progress: 48% of English Learners (ELs) made progress, a 6.5% decline, highlighting the need for stronger language development support.
-Suspension Rate: The suspension rate increased to 1.6%, placing HTLA in the Orange category, which necessitates improvements in behavior interventions.

Identified Needs and Actions
Indicators with the Lowest Performance Level:
State Indicator(s): College/Career Readiness, English Learner Progress, Suspension Rate
Actions:
-Expand college and career counseling, internships, and post-secondary workshops.
-Implement enhanced English language development programs and teacher training.
-Strengthen behavior interventions and restorative justice practices to reduce suspensions.

Student Groups with the Lowest Performance Level:
Student Group: English Learners
State Indicator(s): English Language Arts, English Learner Progress
Actions:
-Provide targeted ELD courses, increased tutoring, and additional instructional support.
-Offer professional development for teachers on EL instructional strategies.
-Enhance parent engagement to support ELs at home.

Student Group: Socioeconomically Disadvantaged Students
State Indicator(s): College/Career Readiness,
Actions:
-Implement additional mentoring and career readiness initiatives.
-Expand socio-emotional support and attendance interventions.

Addressing the Needs
HTLA is committed to addressing these identified needs through the following strategies:
-Enhanced Professional Development: Provide ongoing training for teachers to equip them with the skills needed to support struggling students.
-Targeted Interventions: Implement specific programs aimed at improving math proficiency and increasing EL progress.
-Parental and Community Engagement: Strengthen partnerships with parents and the community to support student learning and attendance.
-Data-Driven Decision Making: Utilize data to continually assess and adjust our strategies to meet the needs of our students effectively.

Integrated Goals and Action
Goal #1: Improve student achievement through data-informed instructional practices and research-based interventions.
Actions:
-Utilize assessment data to tailor instructional strategies.
-Implement targeted intervention programs for struggling students.
-Provide professional development for teachers on data analysis and intervention strategies.
Expected Outcomes:
-Increased student achievement scores.
-Higher student engagement and access to rigorous coursework.
-Enhanced learning experiences through relevant and effective instruction.

Goal #2: Deliver a rigorous college-preparatory curriculum through Project-Based Learning, preparing students for college and careers.
Actions:
-Integrate Project-Based Learning across the curriculum.
-Develop community impact projects that allow students to apply learning in real-world contexts.
-Partner with local businesses and organizations to provide experiential learning opportunities.
Expected Outcomes:
-Improved college and career readiness.

-Enhanced student engagement through real-world applications of learning.
-Greater community involvement in student learning projects.

Goal #3: Foster a safe, welcoming, inclusive, and positive learning environment by engaging parents, families, and community members.
Actions:
-Conduct regular parent and family engagement activities, including workshops and information sessions.
-Implement effective communication channels between school and families.
-Collaborate with community organizations to support student well-being and safety.
Expected Outcomes:
-Stronger partnerships between the school and families.
-Increased parental involvement in school activities and decision-making.
-A positive and inclusive school climate for all students.

By reflecting on our performance and understanding the areas that require improvement, High Tech LA is poised to take actionable steps to enhance the educational experience and outcomes for all our students. Our continued efforts in professional development, targeted student interventions, and community engagement will ensure that we meet our academic and socio-emotional goals.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and school personnel	**-Professional Development Workshops**: Facilitated workshops where teachers could share insights and feedback on school programs and student needs. **-Staff Meetings**: Regularly scheduled meetings to discuss LCAP-related topics and gather feedback from all school personnel.
Administrators	**-Leadership Meetings**: Monthly meetings with school leadership to review data, discuss strategic goals, and plan LCAP initiatives. **-Strategic Planning Sessions**: Engaged in comprehensive planning sessions to align LCAP goals with school-wide improvement plans.
Parents	**-Parent Surveys**: Distributed surveys to gather parent perspectives on school programs, student support services, and areas for improvement. **-Parent-Teacher Conferences**: Utilized conferences to discuss individual student progress and broader school goals, encouraging parent input on LCAP priorities. **-Parent Association Meetings**: Regular meetings with the Parent Association to discuss LCAP goals and gather ongoing feedback. **-Workshops and Information Sessions**: Conducted workshops to educate parents about the LCAP process and solicit their input.
Students	**-Student Surveys**: Administered surveys to capture student feedback on their learning experience, school environment, and support services. **-Student Council Meetings**: Engaged with the student council to discuss LCAP initiatives and gather input directly from student representatives.
Board	**-Board Meetings**: Regular presentations and discussions on LCAP progress and updates during board meetings. **-Feedback Sessions**: Structured sessions to gather board member feedback on proposed LCAP actions and goals.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The engagement of these educational partners has significantly influenced the decisions reflected in the adopted LCAP. Feedback from teachers and school personnel has led to the implementation of targeted professional development programs. Input from administrators has helped align LCAP goals with broader school improvement strategies. Parent and student engagement has ensured that the LCAP addresses the real needs and priorities of the school community, fostering a more inclusive and supportive educational environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Goal #1: Use student/schoolwide data from assessments to inform decisions regarding instructional practices and implement research- based intervention programs and practice for all students to improve student achievement, increase student access to rigor, and provide relevant learning experiences.**	Broad Goal

State Priorities addressed by this goal.

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

Local Priorities: 1, 2, 7

An explanation of why the LEA has developed this goal.

HTLA developed this goal to sustain recent gains in ELA (+35.2 points) and math (+39.7 points) while addressing declining college/career readiness (-7.1%) and English Learner progress (-6.5%) from the 2024 Dashboard. The focus is on using data-driven instruction and targeted interventions to close achievement gaps and improve outcomes for all students. Key actions include expanding intervention programs to support struggling students, enhancing professional development to strengthen data-driven teaching, and increasing rigor and access to college-preparatory coursework. These strategies will maintain academic progress, improve EL outcomes, and boost college and career readiness, ensuring students receive relevant, high-quality learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of teachers that will be appropriately credentialed and assigned	2023-24: 100%	2024-25: 100%		100%	No Difference
2	Annual Growth on CAASPP ELA distance from Level 3 (DFL) 3 Scale Scores (include statistically significant subgroups):	**2022-23:** HTLA ELA Performance on 2023 CAASPP - 30 points above standard (77 students) 64.20% Met or Exceeded Standard Statistically Significant Subgroup Data: • Socioeconomically Disadvantaged: 11.5 points above standard (38 students) • White: 34.6 points above standard (39 students) • Hispanic: 10.3 points above standard (21 students) • Students with Disabilities: 67.9 points below standard (16 points)	2023-24: HTLA ELA Performance on 2024 CAASPP - 65.1 points above standard (76 students) 73.69% Met or Exceeded Standard Statistically Significant Subgroup Data: • Socioeconomically Disadvantaged: 61.7 points above standard (31 students) • White: 87.8 points above standard (41 students) • Hispanic: 2.4 points below standard (25 students) • Students with Disabilities: Data not displayed due to privacy (less than 11 students)		>+80 points DFL3	30 points above baseline and 14.9 points below target

3	Annual Growth on CAASPP Math distance from Level 3 (DFL) 3 Scale Scores (include statistically significant subgroups):	**2022-23:** HTLA Math Performance on 2023 CAASPP – 39.3 points below standard (77 students) 34.57% Met or Exceeded Standard Statistically Significant Subgroup Data: • Socioeconomically Disadvantaged: 52.8 points below standard (38 students) • White: 23.9 points above standard (39 students) • Hispanic: 74.7 points below standard (21 students) • Students with Disabilities: 160.4 points below standard (16 students)	2023-24: HTLA Math Performance on 2024 CAASPP – 0.4 points above standard (76 students) 46.05% Met or Exceeded Standard Statistically Significant Subgroup Data: • Socioeconomically Disadvantaged: 17.2 points above standard (31 students) • White: 35.8 points above standard (41 students) • Hispanic: 78.5 points below standard (25 students) Students with Disabilities: Data not displayed due to privacy		>+40 points DFL3	40 points above baseline and 40 points below target
4	% of students who Met or Exceeded Standard on CAST	2023 CAST: 48.78% of students met or exceeded standard for Science	2024 CAST: 50.65% of students met or exceeded standard for Science		75%	2% above baseline 25% below target
5	% of EL who progress in English Proficiency using ELPAC:	2022-23: 54.5% of ELs made progress in proficiency (11 ELLs)	2023-24: 48% of ELs made progress in proficiency (25 ELLs)		60%	6% below baseline, 12% below target
6	EL Reclassification Rate	2022-23: Insignificant Subgroup Data	2023-24: Insignificant Subgroup Data		35% reclassification rate	n/a

7	% of students who meet/complete UC A-G	2022-23: 83.1% (77 students) Hispanic students: 73.7% (19 students) White students: 87.8% (49 students) Socioeconomically Disadvantaged: 79.5% (44 students)	2023-24: 92.1% (76 students) Hispanic Students: 94.7% (19 students) White Students: 90% (40 students)		100%	9% above baseline 8% below target
8	% of students who "Prepared for College/Career"	2022-23: 59.7% prepared (77 students) Socioeconomically Disadvantaged: 61.4% prepared (44 students) White: 65.3% prepared (49 students) Hispanic: 42.1% prepared (19 students)	2023-24: 52.6% (76 students) Socioeconomically Disadvantaged: 47.4% prepared (38 students) White: 57.5% prepared (40 students) Hispanic: 47.4% prepared (19 students) Students with Disabilities: 6.7% prepared (15 students)		90%	7% below baseline 38% below target

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: **Staffing for a Base Program**
• Planned Action: Employ 17 teachers and 1 principal to support the base educational program
• Actual Implementation: Successfully employed the planned number of staff, and had did not have substantive differences in planned and actual expenditures.
• Total Planned Expenditures: $2,417,042
• Total Estimated Actual Expenditures: $2,429,501

Action 2: **Staffing for a Base Program**
• Planned Action: Provide instructional and social-emotional supports through 2 RSP teachers, 9 instructional assistants, and contracted services.

• Actual Implementation: All planned staff and services were provided. However, increased demand for SPED services required additional resources beyond the initial plan.
• Total Planned Expenditures: $1,116,760
• Total Estimated Actual Expenditures: $1,293,800

Action 3: **Professional Development/Learning**
• Planned Action: Provide professional development on various topics, including 7 Habits of Highly Effective Teens, Differentiation, and Project-Based Learning.
• Actual Implementation: Professional development was conducted as planned, but feedback indicated a need for more tailored sessions.
• Total Planned Expenditures: $99,761
• Total Estimated Actual Expenditures: $138,630

Action 4: **Staffing, Services & Program to Service ELL Students**
• Planned Action: Implement LAUSD's EL Master Plan and provide targeted ELD instruction.
• Actual Implementation: Successfully implemented the plan, but faced challenges with consistent attendance in ELD sessions. No substantive difference.
• Total Planned Expenditures: $0
• Total Estimated Actual Expenditures: $0

Action 5: **Assessments**
• Planned Action: Implement various assessments, including NWEA MAP, PSAT, SAT, and state-mandated tests.
• Actual Implementation: All planned assessments were administered successfully. No substantive difference.
• Total Planned Expenditures: $4,750
• Total Estimated Actual Expenditures: $4,725

Action 6: **Staffing, Supplemental Curriculum, & Programs for Academic Interventions**
• Planned Action: Provide supplemental intervention programs and resources such as Noodle Tools, Kahoot, Nearpod, and before/after-school tutoring.
• Actual Implementation: Implemented as planned, but student participation in after-school tutoring was lower than expected. Spent less funds than budgeted.
• Total Planned Expenditures: $55,850
• Total Estimated Actual Expenditures: $41,327

Action 7: **Staffing, Supplemental Curriculum, & Programs for Social-Emotional/Behavioral Support/Intervention**

• Planned Action: Implement a comprehensive system of supports, including community circles, counseling services, and professional development on Leader in Me.
• Actual Implementation: Successfully implemented most planned activities, but faced challenges with coordinating external partnerships and managing program logistics requiring more funds spent.
• Total Planned Expenditures: $602,003
• Total Estimated Actual Expenditures: $630,783

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: No substantive difference.
Action 2: Expenditures were higher than budgeted due to increased demand for SPED services.
Action 3: Expenditures were higher than budgeted as some planned internal training sessions were replaced with external training.
Action 4: No funds were spent in this area.
Action 5: Expenditures were as planned.
Action 6: Expenditures were as planned.
Action 7: Higher expenditures due to additional resources needed for social-emotional support and external partnerships.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Effective in maintaining staff and continuity.
Action 2: Effective in providing necessary supports, but increased demand highlighted a need for additional resources.
Action 3: Partially effective; professional development sessions were conducted and further investment in further PD was taken during the year.
Action 4: Effective in implementation, but note increased EL students in future years.
Action 5: Effective in monitoring student progress through assessments.
Action 6: Partially effective; while resources were provided, lower student participation limited the impact of interventions.
Action 7: Effective in providing social-emotional support, but logistical challenges with external partnerships impacted full implementation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1: Maintain support for teacher retention initiatives.
Action 2: Allocate additional resources to meet increased demand for SPED services.
Action 3: Tailor professional development sessions to better meet specific needs of teachers.
Action 4: Implement strategies to address increase in EL students.

Action 5: Continue with current assessment strategies.
Action 6: Enhance student engagement strategies to increase participation in tutoring programs.
Action 7: Improve coordination of external partnerships and streamline program logistics for social-emotional support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Action 1:** **STAFF: For a Base Program**	HTLA High School will employ the following educators to support the school's base educational program, the goals, actions and services outlined in this LCAP, serving 400 students in grades 9-12. • 17 Teachers • 1 principal	$2,488,911.31	No
2	**Action 2:** **STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)**	SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP: • 2 RSP Teacher • 9 instructional Assistants • Contracted Services: Psychologist, Speech & Language, APE, and Occupational Therapist	$1,231,899.66	Yes
3	**Action 3:** **PROFESSIONAL DEVELOPMENT/LEARNING:**	We believe that students best acquire knowledge by doing and experiencing learning through hands-on, personalized 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. Additionally, we believe students will, after the pandemic, require a structured program to help support their continued development of some of the skills of success and perseverance. 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:** • 7 Habits of Highly Effective Teens • Differentiation • Project Based Learning All instruction at HTLA High School starts first with the state standards, including the California Common Core State Standards (CCSS), 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. Additionally, professional development for all teachers will take place as follows: • 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.	$118,284.76	No
4	**ACTION 4** **STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS**	HTLA High School has adopted and implemented LAUSD's EL Master Plan 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.	$0	Yes

5	**ACTION 5** **ASSESSMENTS:**	HighTech LA High School will implement multiple types of assessments, in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • NWEA MAP (ELA/Math): 2 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, 11 or 12	$5,275.00	No
6	**Action 6** **<u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:</u>**	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: • Noodle Tools (subscription) • Kahoot (subscription) • Nearpod (subscription • Paper (tutoring company) • EdPuzzle HTLA will offer • before and after-school tutoring during the academic year, by a credentialed teacher for students who struggle academically. • Summer School for credit recovery for ELA and mathematics using BYU Online and Scout. • Support from School Counselor for students to complete credits	$41,998.37	Yes

7	**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 • Partnership with Planned Parenthood • Our staff will receive professional development on Leader in Me. • Safe School Ambassadors • Office Staff • Campus Supervisor 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.	$536,920.49	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**GOAL #2: Provide all students with a rigorous and relevant college-preparatory curriculum, through Project-based Learning that engages students as they positively impact their community with instruction that engages all students in 'real-world' applications and experiential learning opportunities in preparation for College & Career to contribute to an educated citizenry.**	Broad Goal

State Priorities addressed by this goal.

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

Local Priorities: 1, 2, 6, 7

An explanation of why the LEA has developed this goal.

This goal is designed to improve college and career readiness, which declined to 52.6% (-7.1%) in the 2024 Dashboard. HTLA will enhance Project-based Learning (PBL) to make learning more engaging, relevant, and applicable to real-world experiences. Key actions include expanding PBL integration across the curriculum, developing community impact projects to promote civic engagement, and partnering with local businesses to provide hands-on learning opportunities. Expected outcomes include higher college and career readiness, increased student engagement, and stronger community partnerships, measured through PBL participation rates, partner feedback, and post-secondary preparedness data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	All students will have access to standards aligned instructional materials.	100% - Outcome Met	100% - Outcome Met		100%	No difference
2	All teachers will implement the academic content and performance standards for all students included ELs will have access to ELD standards as observed during classroom observations.	100% - Outcome Met	100% - Outcome Met		100%	No difference
3	Implementation of academic content standards will improve to "Full Implementation" (Level 4) or "Full Implementation and Sustainability" (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	2023-24 ELA - 5 ELD - 4 MATH - 5 NGSS - 4 HISTORY - 5 CTE - 4 HEALTH ED - 4 PHYS ED - 4 VAPA - 4 WORLD LANG - 4 Outcome Met	2024-25 ELA - 5 ELD - 4 MATH - 5 NGSS - 4 HISTORY - 5 CTE - 4 HEALTH ED - 4 PHYS ED - 4 VAPA - 4 WORLD LANG - 4 Outcome Met		ELA - 5 ELD - 5 MATH - 5 NGSS - 4 HISTORY - 5 CTE - 4 HEALTH ED - 4 PHYS ED - 4 VAPA - 4 WORLD LANG - 4	No significant difference
4	% of students with access (including UP & Students with Disabilities) & are enrolled in a broad course of study: Social Science, Science, PE, Visual Arts, Advisory, and Technology.	100% - Outcome Met	100% - Outcome Met		100% - Outcome Met	No difference
5	Attendance Rates: >96%	97.3%	Data not available		Greater than 96%	n/a
6	Chronic Absenteeism Rate	2022-23: 12.6% chronically absent (372 students) Socioeconomically Disadvantaged 13.5% (192 students) White 9.0% (201 students) Hispanic 14.2% (120 students) Students with Disabilities 21.3% (63 Students)	2023-24: data not availabile		Less than 8%	n/a

7	Maintain High School Dropout Rate:	2022-23: 0%	2023-24: 7.8% • Hispanic Students: 5% • Socioeconomically Disadvantaged: 5.1% • Students with Disabilities: 12.5% White Students: 10%		<2%	7.8% above baseline, 5% above target
8	Decrease the % of "at-risk" students as measured on the Physical Fitness Test (PFT): Grade 9	2023-24: PFT was conducted, and 100% of 9th grade students participated	2024-25: PFT was conducted, and 99% of 9th grade students participated		100% of 9th grade students participate in PFT	1% below baseline, 1% below target
9	Maintain HS Graduation Rate >96%	2022-23 – 88.3% graduated (77 students) Statistically Significant Subgroup Data: • Socioeconomically Disadvantaged: 88.6% (44 students) • Hispanic: 84.2% (19 students) • White: 89.8% (49 students)	2023-24 – 92.2% graduated (77 students) Statistically Significant Subgroup Data: • Hispanic Students: 95% (20 students) • Socioeconomically Disadvantaged: 94.9% (39 students) • Students with Disabilities: 87.5% (16 students) White Students: 90% (40 students)		>96%	4% above baseline, 4 percent below target

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: **Core Curriculum to be Purchased**
• Planned Action: Purchase standards-aligned curriculum including World History, American History, and ALEKS Math.
• Actual Implementation: Successfully purchased and implemented the planned curriculum. Spent additional funds on teacher requested programs.
• Total Planned Expenditures: $56,831
• Total Estimated Actual Expenditures: $74,020

Action 2: **Technology**

• Planned Action: Implement a 1:1 student to device ratio, with annual needs assessments conducted by the IT Director or principal.
• Actual Implementation: Successfully achieved a 1:1 student to device ratio and conducted needs assessments as planned.
• Total Planned Expenditures: $206,998
• Total Estimated Actual Expenditures: $235,380

Action 3: **Staffing, Strategies, Programs & Activities to Promote Student Engagement**
• Planned Action: Promote student engagement through group work, community ethics, personal responsibility, and individualized instruction with a tech-infused, Project-Based Learning model. Activities include Exhibition Nights, internships, advisory programs, class projects, robotics, and various extracurricular activities.
• Actual Implementation: Most activities were successfully implemented, with positive feedback on Exhibition Nights and internships. Some extracurricular activities faced lower than expected participation.
• Total Planned Expenditures: $308,491
• Total Estimated Actual Expenditures: $287,481

Action 4: **Course Access - Courses Beyond Core Offered to All/Most Students**
• Planned Action: Provide access to a broad course of study, UC A-G approved courses, and a credit recovery program. Resources include senior internships, Naviance, college and career planning, and partnerships with CSUN.
• Actual Implementation: Successfully implemented most planned actions, with high participation in senior internships and positive feedback on career planning resources. Some logistical challenges were encountered with the CSUN partnership. Funds were allocated toward another LCAP budget goal.
• Total Planned Expenditures: $54,104
• Total Estimated Actual Expenditures: $0

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Expenditures were as planned.
Action 2: Expenditures were slightly lower due to the less support needed than budgeted.
Action 3: Expenditures were as planned
Action 4: Expenditures were lower than planned, as funds were allocated to another LCAP Goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Effective in providing students with access to a rigorous curriculum.
Action 2: Effective in ensuring all students had access to necessary technology, which supported their learning and engagement.

Action 3: Partially effective; while most activities promoted engagement, lower participation in some extracurricular activities indicated a need for improved student interest and involvement strategies.
Action 4: Effective in providing broad course access and supporting college and career readiness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1: No significant changes needed.
Action 2: Continue the annual needs assessment and explore opportunities to enhance device support and maintenance.
Action 3: Increase efforts to promote extracurricular activities and gather student feedback to better align activities with their interests.
Action 4: Explore additional partnerships to enhance college and career readiness resources.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ACTION 1** **CORE CURRICULUM TO BE PURCHASED:**	Every student will have access to standards-aligned curriculum. HTLA High School plans to purchase the following curriculum which includes but is not limited to: • World History • American History • ALEKS Math	$104,065.61	No
2	**ACTION 2** **TECHNOLOGY**	• HTLA High School will implement a 1:1 student to device ratio. Annually, the IT Director or principal will conduct a needs assessment based on staff and student needs. Our school will use one-time funds to purchase student devices in 2021.	$217,205.48	No

3	**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: 12th grade requirement
		• Advisory Program will be revised, and Leader in Me curriculum will be purchased
		• Class projects: Core courses
		• 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 Valley Chess Tournament
		• Will offer extracurricular activities such as the following during lunch and after-school clubs:
		  ○ Art Club
		  ○ Game Club: Computer Gaming
		  ○ Key Club: Community Service
		  ○ Gay Straight Alliance: GSA
		  ○ Debate Club
		  ○ Library Club
		• Extracurricular Activities include:
		  ○ Student Council
		  ○ Robotics
		  ○ Students Run LA
		•
			$307,309.93	Yes

4	**ACTION 4** **<u>COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:</u>**	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: • 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. • 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 60) Host the Women in Science Panel for all students.	$0	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	**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, inclusive, and positive learning environment.**	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 3, 6, 8

Local Priorities: 1, 3, 6

An explanation of why the LEA has developed this goal.

This goal is driven by the need to strengthen family and community engagement, particularly as the graduation rate (92.2%) remains a priority. HTLA aims to enhance partnerships with parents and the community to support student success and foster a positive, inclusive school climate. Key actions include expanding parent engagement activities to increase participation, improving communication channels between families and the school, and strengthening collaborations with community organizations. Expected outcomes include higher parental involvement, improved school-family relationships, and a stronger school climate, measured through parent participation rates, feedback from engagement activities, and school climate survey results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent involvement (including unduplicated students and students with disabilities) through input in decision-making via SSC, ELAC & PTC	Outcome Met	Outcome Met		Met	No difference
2	Parent involvement will include opportunities for participation in programs for unduplicated students and students with disabilities.	Outcome Met	Outcome Met		Met	No difference
3	Maintain suspension rates <2%.	2022-23 – 0%	2023-24: Overall Suspension Rate: 1.6% (368 students) Subgroup Data: • Hispanic Students: 1.6% suspended (124 students) • Socioeconomically Disadvantaged: 2.1% suspended (187 students) • Students with Disabilities: 1.8% suspended (57 students) • White Students: 2% suspended (197 students) • English Learners: 5.6% suspended (36 students) Long-Term English Learners: 7.1% suspended (14 students)		<2%	1.6% above baseline, within target range
4	Maintain expulsion rates <1%	2022-23 – 0%	2023-24: 0%		<1%	No difference
5	Annually increase student survey participation rate	2022-23 0% 2023-24:41.9%	2024-25: data not yet available		85%	
6	Annually increase parent survey participation rate	2022-23 0% 2023-24: 5%	2024-25: data not yet available		25%	
7	Facilities Inspection Tool (FIT Score): Good or Better	2022-23: Good 2023-24: Good	2024-25: Good		Good	No difference

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: **Staffing, Programs, Strategies & Activities to Promote a Positive School Climate & Ensure a Safe School**
• Planned Action: Implement compassionate communication strategies, administer surveys, host orientations, develop a safety plan, advisory program, boot camp, and maintain school uniforms.
• Actual Implementation: Successfully implemented compassionate communication strategies, administered surveys, hosted orientations, developed a safety plan, and maintained school uniforms. Challenges included ensuring consistent participation in the advisory program and boot camp. No substantive differences.
• Total Planned Expenditures: $3,685
• Total Estimated Actual Expenditures: $3,846

Action 2: **Parent Input in Decision Making**
• Planned Action: Engage parents through the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Association.
• Actual Implementation: Successfully engaged parents through SSC and Parent Association. ELAC was not formed as the number of EL students was below the threshold.
• Total Planned Expenditures: $0
• Total Estimated Actual Expenditures: $0

Action 3: **Opportunities Provided to Support Parent Engagement & Participation**
• Planned Action: Provide parents with opportunities to engage in their child's education through surveys, access to Otus, PS, Google Classroom, Naviance, email/phone communication, Coffee with Principal, workshops, and parent portal.
• Actual Implementation: Successfully provided access to all planned resources and conducted workshops based on parent surveys. Monthly meetings with the principal were well-attended. No substantive differences.
• Total Planned Expenditures: $38,322
• Total Estimated Actual Expenditures: $39,165

Action 4: **Facilities**
• Planned Action: Ensure a safe, clean, and well-maintained school site through site modifications, security assessments, Facility Inspection Tool (FIT) report, security system monitoring, and applying for state funds for CO2 monitors, airflow assessment, and MERV-13 filters.

• Actual Implementation: Successfully conducted needs assessments, maintained security systems, and applied for state funds. Challenges included coordinating repairs and installations within the academic calendar. Spent less than budgeted, less emergency facility needs.
• Total Planned Expenditures: $527,202
• Total Estimated Actual Expenditures: $489,227

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Expenditures were as planned.
Action 2: No budget allocated, and no significant financial discrepancies were noted.
Action 3: Expenditures were lower than planned, fewer workshops provided for parents
Action 4: Expenditures were lower than planned as there was less maintenance needs than budgeted for.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Effective in promoting a positive school climate and ensuring safety, though participation in some programs could be improved.
Action 2: Effective in engaging parents in decision-making processes, though forming an ELAC was not necessary.
Action 3: Highly effective in supporting parent engagement and participation, with positive feedback from surveys and high attendance at meetings and workshops.
Action 4: Effective in maintaining a safe and well-maintained school site.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1: Increase efforts to improve participation in the advisory program and boot camp.
Action 2: Continue with current engagement strategies and form an ELAC if the number of EL students increases.
Action 3: Continue providing resources and workshops, with an emphasis on topics identified by parents in surveys.
Action 4: Improve coordination for site modifications and maintenance to minimize disruptions to the academic calendar.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ACTION 1** **STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE 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. • 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, policies and procedures • 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 • Supervision during lunch will be done by teachers (teachers will be on a rotation block) • Safe School Ambassadors • Continue to implement school uniforms	$ 3,845.00	Yes
2	**ACTION 2** **PARENT INPUT IN DECISION MAKING**	At HTLA High School, parent input in decision-making will take place through the following: • School Site Council (SSC). • English Language Advisory Committee (ELAC) – if >21 EL students • Parent Association	$0	Yes
3	**ACTION 3** **OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**	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 Otus, PS, and Google Classroom • Access to Naviance/Family Connection • Parents are able to communicate with staff via email/phone. • Coffee with Principal: 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	$ 40,318.66	No

4	**ACTION 4** **<u>FACILITIES:</u>**	The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site: • 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 • Apply for state funds to install CO2 monitors in each classroom • Apply for state funds to assess airflow in all classrooms • Apply for state funds to reimburse for MERV-13 filters already installed	$ 527,571.45	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$425,474	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.898%	0%	$0	9.898%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1: STAFF: For a Base Program	Improvement in student achievement in ELA and Mathematics.	Employing 17 teachers and 1 principal ensures that all students receive high-quality instruction from credentialed educators across the entire school.	Percentage of appropriately credentialed and assigned teachers; student achievement scores in ELA and Mathematics.
Goal 1, Action 3: PROFESSIONAL DEVELOPMENT/LEARNING	Need for professional development to enhance instructional strategies and support student achievement.	Providing research-based professional development aligned with state standards helps teachers improve their instructional practices and student engagement.	Teacher participation in professional development sessions; improvement in student engagement and academic performance.
Goal 1, Action 5: ASSESSMENTS	Regular monitoring of student academic progress to identify strengths and areas for improvement.	Implementing various assessments (NWEA MAP, CAASPP, ELPAC) provides comprehensive data to tailor instructional strategies and interventions.	Student performance on assessments; progress in targeted intervention programs.
Goal 2, Action 1: CORE CURRICULUM TO BE PURCHASED	Ensure all students have access to standards-aligned instructional materials.	Purchasing curriculum for subjects such as World History, American History, and ALEKS Math ensures a consistent and rigorous education for all students.	Percentage of students with access to standards-aligned instructional materials.
Goal 2, Action 2: TECHNOLOGY	Up-to-date technology to support a 1:1 student-to-device ratio.	Ensuring each student has access to a device supports digital learning and aligns with the school's technology-infused curriculum.	Student-to-device ratio; effectiveness of technology integration in instructional practices.
Goal 3, Action 4: FACILITIES	A safe, clean, and well-maintained school site.	Maintaining and renovating facilities ensures a safe and conducive learning environment for all students.	Facility Inspection Tool (FIT) scores; feedback from staff and students on the learning environment.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2: STAFFING SERVICES & PROGRAM TO SERVICE SPED STUDENTS	Special education students need targeted instructional and social-emotional support.	Employing SPED teachers and instructional assistants, along with contracted services, ensures SPED students receive the necessary support.	Progress on IEP goals; student performance on assessments.
Goal 1, Action 4: STAFFING SERVICES & PROGRAM TO SERVICE ELL STUDENTS	English Language Learners need enhanced ELD programs and targeted instructional support.	Implementing the EL Master Plan and utilizing supplemental ELD curricular materials address the academic and language needs of ELL students.	Teacher participation in professional development sessions; improvement in student engagement and academic performance.
Goal 1, Action 6: STAFFING SUPPLEMENTAL CURRICULUM & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS	Students, especially unduplicated pupils, need academic interventions to ensure grade-level mastery.	Providing before and after-school tutoring, intervention programs like Noodle Tools, Kahoot, Nearpod, and Paper tutoring, and summer school for credit recovery.	Student performance on intervention program assessments; attendance and participation in tutoring sessions.
Goal 1, Action 7: STAFFING SUPPLEMENTAL CURRICULUM & PROGRAMS IN ORDER TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION	Students require social-emotional and behavioral support.	Implementing a comprehensive system of supports, including Community Circles, counseling services, and professional development for staff.	Data from social-emotional and behavioral assessments; student and parent feedback on counseling services.
Goal 2, Action 3: STAFFING STRATEGIES PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT	Increased student engagement through real-world applications and project-based learning.	Emphasizing group work, personal responsibility, interdisciplinary projects, extended day programs, and job shadowing opportunities.	Student participation rates in extended day programs; student engagement surveys
Goal 2, Action 4: COURSE ACCESS - COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS	Students, including unduplicated students and students with disabilities, need access to a broad course of study beyond core subjects to prepare for 21st-century careers.	Providing access to Advisory, Visual Arts, and Physical Education courses ensures a well-rounded education.	Enrollment rates in non-core courses; student performance and engagement; feedback from students and parents.

Goal 3, Action 1: STAFFING PROGRAMS STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL	Need for a safe, inclusive, and positive learning environment.	Implementing Safe School Ambassadors, conducting surveys, and hosting orientations promotes a positive school climate.	Survey results on school safety and connectedness; chronic absenteeism rates.
Goal 3, Action 2: PARENT INPUT IN DECISION MAKING	Increased parent involvement in decision-making.	Establishing SSC and ELAC ensures parent voices are included in school decisions.	Parent participation rates in SSC and ELAC meetings.
Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Increased parent engagement and participation.	Providing access to communication platforms, hosting workshops, and monthly meetings ensure parents are engaged and involved.	Parent survey participation rates; attendance at workshops and meetings.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All limited actions contributing to meeting the increased and improved services requirement utilized the same methodology. The costs of these actions were estimated if funded directly by LCFF funds, and then the totals estimated cost was divided by the total LCFF funding and converted to a percentage.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	32:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	19:1	N/A

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 4,202,135	$ 431,559	10.270%	0.000%	10.270%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,212,949	$ 922,641	$ 68,731	$ 281,478	$ 5,485,799.09	$ 4,084,472	$ 1,401,327

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STAFF: For a Base Program	All	No	LEA-wide	All	HTLA HS	Ongoing	$ 2,367,479	$ 49,562	$ 2,077,046	$ 200,528	$ -	$ 139,468	$ 2,417,042	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Sped	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 756,682	$ 360,078	$ 528,331	$ 450,798	$ -	$ 137,632	$ 1,116,760	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	ALL	No	LEA-wide	[Input unduplicated student group(s)]	HTLA HS	Ongoing	$ -	$ 99,761	$ 78,192	$ 17,190	$ -	$ 4,379	$ 99,761	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	English Learner (EL)	Yes	Limited	English Learners	HTLA HS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1	5	ASSESSMENTS	ALL	No	LEA-wide	[Input unduplicated student group(s)]	HTLA HS	Ongoing	$ -	$ 4,750	$ 4,750	$ -	$ -	$ -	$ 4,750	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Undupliated	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 51,062	$ 4,788	$ 55,850	$ -	$ -	$ -	$ 55,850	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Undupliated	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 600,650	$ 1,353	$ 501,935	$ 100,068	$ -	$ -	$ 602,003	0.000%
2	1	CORE CURRICULUM TO BE PURCHASED:	All	No	LEA-wide	All	HTLA HS	Ongoing	$ -	$ 56,831	$ 56,831	$ -	$ -	$ -	$ 56,831	0.000%
2	2	TECHNOLOGY	All	No	LEA-wide	All	HTLA HS	Ongoing	$ -	$ 206,998	$ 206,998	$ -	$ -	$ -	$ 206,998	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Undupliated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ 96,651	$ 211,840	$ 85,703	$ 154,057	$ 68,731	$ -	$ 308,491	0.000%
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Undupliated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ -	$ 54,104	$ 54,104	$ -	$ -	$ -	$ 54,104	0.000%
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Undupliated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ -	$ 3,685	$ 3,685	$ -	$ -	$ -	$ 3,685	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Undupliated	Yes	Limited	Low-Income	HTLA HS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Undupliated	Yes	Limited	Low-Income	HTLA HS	Ongoing	$ -	$ 32,322	$ 32,322	$ -	$ -	$ -	$ 32,322	0.000%
3	4	FACILITIES	ALL	No	LEA-wide	All	HTLA HS	Ongoing	$ 211,948	$ 315,255	$ 527,202	$ -	$ -	$ -	$ 527,202	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,202,135	$ 431,559	10.270%	0.000%	10.270%	$ 1,261,929	0.000%	30.031%	**Total:**	$ 1,261,929
								LEA-wide Total:	$ -
								Limited Total:	$ 1,261,929
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STAFF: For a Base Program	No	LEA-wide		HTLA HS	$ -	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO S	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 528,331	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNI	No	LEA-wide		HTLA HS	$ -	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO S	Yes	Limited	English Learners	HTLA HS	$ -	0.000%
1	5	ASSESSMENTS	No	LEA-wide		HTLA HS	$ -	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULL	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 55,850	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULU	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 501,935	0.000%
2	1	CORE CURRICULUM TO BE PURCHASEI	No	LEA-wide		HTLA HS	$ -	0.000%
2	2	TECHNOLOGY	No	LEA-wide		HTLA HS	$ -	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS &	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ 85,703	0.000%
2	4	COURSE ACCESS-COURSES BEYOND C	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ 54,104	0.000%
3	1	STAFFING, PROGRAMS, STRATEGEIS &	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ 3,685	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Yes	Limited	Low-Income	HTLA HS	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPOF	Yes	Limited	Low-Income	HTLA HS	$ 32,322	0.000%
3	4	FACILITIES	No	LEA-wide		HTLA HS	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,485,799.09	$ 5,667,883.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	STAFF: For a Base Program	No	$ 2,417,042	$ 2,429,501
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Yes	$ 1,116,760	$ 1,293,800
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	No	$ 99,761	$ 138,630
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	Yes	$ -	$ -
1	5	ASSESSMENTS	No	$ 4,750	$ 4,725
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Yes	$ 55,850	$ 41,327
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Yes	$ 602,003	$ 630,783
2	1	CORE CURRICULUM TO BE PURCHASED:	No	$ 56,831	$ 74,020
2	2	TECHNOLOGY	No	$ 206,998	$ 235,380
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Yes	$ 308,491	$ 287,481
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Yes	$ 54,104	$ -
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Yes	$ 3,685	$ 3,846
3	2	PARENT INPUT IN DECISION MAKING	Yes	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Yes	$ 32,322	$ 39,165
3	4	FACILITIES	No	$ 527,202	$ 489,227

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 425,561	$ 1,261,929	$ 2,296,402	$ (1,034,473)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	STAFF: For a Base Program	No	$ -	$ -	0.000%	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Yes	$ 528,331	$ 1,293,800.09	0.000%	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	No	$ -	$ -	0.000%	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	Yes	$ -			0.000%
1	5	ASSESSMENTS	No	$ -	$ -	0.000%	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Yes	$ 55,850	$ 41,327.04	0.000%	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Yes	$ 501,935	$ 630,782.95	0.000%	0.000%
2	1	CORE CURRICULUM TO BE PURCHASED:	No	$ -	$ -	0.000%	0.000%
2	2	TECHNOLOGY	No	$ -	$ -	0.000%	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Yes	$ 85,703	$ 287,481.32	0.000%	0.000%
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Yes	$ 54,104		0.000%	0.000%
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Yes	$ 3,685	$ 3,845.60	0.000%	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Yes	$ -			0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Yes	$ 32,322	$ 39,165.06	0.000%	0.000%
3	4	FACILITIES	No	$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 42,752,775	$ 425,561	0.000%	0.995%	$ 2,296,402	0.000%	5.371%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 4,298,589	$ 425,474	9.898%	0.000%	9.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,510,303	$ 780,156	$ 70,079	$ 263,069	$ 5,623,606.32	$ 4,173,812	$ 1,449,794

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STAFF: For a Base Program	All	No	LEA-wide	All	HTLA HS	Ongoing	$ 2,447,205	$ 41,706	$ 2,271,796	$ 217,115	$ -	$ -	$ 2,488,911	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Sped	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 827,083	$ 404,816	$ 569,104	$ 404,105	$ -	$ 258,690	$ 1,231,900	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	ALL	No	LEA-wide	[Input unduplicated student group(s)]	HTLA HS	Ongoing	$ -	$ 118,285	$ 99,816	$ 14,090	$ -	$ 4,379	$ 118,285	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	English Learner (EL)	Yes	Limited	English Learners	HTLA HS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1	5	ASSESSMENTS	ALL	No	LEA-wide	[Input unduplicated student group(s)]	HTLA HS	Ongoing	$ -	$ 5,275	$ 5,275	$ -	$ -	$ -	$ 5,275	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Unduplicated	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 34,238	$ 7,761	$ 41,998	$ -	$ -	$ -	$ 41,998	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Unduplicated	Yes	Limited	English Learners and Low-Income	HTLA HS	Ongoing	$ 535,568	$ 1,353	$ 536,920	$ -	$ -	$ -	$ 536,920	0.000%
2	1	CORE CURRICULUM TO BE PURCHASED:	All	No	LEA-wide	All	HTLA HS	Ongoing	$ -	$ 104,066	$ 104,066	$ -	$ -	$ -	$ 104,066	0.000%
2	2	TECHNOLOGY	All	No	LEA-wide	All	HTLA HS	Ongoing	$ -	$ 217,205	$ 217,205	$ -	$ -	$ -	$ 217,205	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Unduplicated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ 98,514	$ 208,796	$ 92,386	$ 144,845	$ 70,079	$ -	$ 307,310	0.000%
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Unduplicated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Unduplicated	Yes	Limited	Foster Youth and Low-Income	HTLA HS	Ongoing	$ -	$ 3,846	$ 3,846	$ -	$ -	$ -	$ 3,846	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Unduplicated	Yes	Limited	Low-Income	HTLA HS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Unduplicated	Yes	Limited	Low-Income	HTLA HS	Ongoing	$ -	$ 40,319	$ 40,319	$ -	$ -	$ -	$ 40,319	0.000%
3	4	FACILITIES	ALL	No	LEA-wide	All	HTLA HS	Ongoing	$ 231,204	$ 296,367	$ 527,571	$ -	$ -	$ -	$ 527,571	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,298,589	$ 425,474	9.898%	0.000%	9.898%	$ 1,284,573	0.000%	29.884%	**Total:**	$ 1,284,573
								LEA-wide Total:	$ -
								Limited Total:	$ 1,284,573
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STAFF: For a Base Program	No	LEA-wide		HTLA HS	$ -	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO S	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 569,104	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNI	No	LEA-wide		HTLA HS	$ -	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO S	Yes	Limited	English Learners	HTLA HS	$ -	0.000%
1	5	ASSESSMENTS	No	LEA-wide		HTLA HS	$ -	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULU	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 41,998	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULU	Yes	Limited	English Learners and Low-Income	HTLA HS	$ 536,920	0.000%
2	1	CORE CURRICULUM TO BE PURCHASED	No	LEA-wide		HTLA HS	$ -	0.000%
2	2	TECHNOLOGY	No	LEA-wide		HTLA HS	$ -	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS &	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ 92,386	0.000%
2	4	COURSE ACCESS-COURSES BEYOND C	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ -	0.000%
3	1	STAFFING, PROGRAMS, STRATEGEIS &	Yes	Limited	Foster Youth and Low-Income	HTLA HS	$ 3,846	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Yes	Limited	Low-Income	HTLA HS	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPOF	Yes	Limited	Low-Income	HTLA HS	$ 40,319	0.000%
3	4	FACILITIES	No	LEA-wide		HTLA HS	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,623,606.32	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	STAFF: For a Base Program	No	$ 2,488,911	
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Yes	$ 1,231,900	
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	No	$ 118,285	
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	Yes	$ -	
1	5	ASSESSMENTS	No	$ 5,275	
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Yes	$ 41,998	
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Yes	$ 536,920	
2	1	CORE CURRICULUM TO BE PURCHASED:	No	$ 104,066	
2	2	TECHNOLOGY	No	$ 217,205	
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Yes	$ 307,310	
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Yes	$ -	
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Yes	$ 3,846	
3	2	PARENT INPUT IN DECISION MAKING	Yes	$ -	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Yes	$ 40,319	
3	4	FACILITIES	No	$ 527,571	

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 425,561	$ 1,284,573	$ -	$ 1,284,573	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	STAFF: For a Base Program	No	$ -	$ -	0.000%	0.000%
1	2	STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: (LAUSD SELPA OPTION 3)	Yes	$ 569,104		0.000%	0.000%
1	3	PROFESSIONAL DEVELOPMENT/LEARNING:	No	$ -	$ -	0.000%	0.000%
1	4	STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS	Yes	$ -			0.000%
1	5	ASSESSMENTS	No	$ -	$ -	0.000%	0.000%
1	6	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT FOCUS ON ACADEMIC INTERVENTIONS:	Yes	$ 41,998		0.000%	0.000%
1	7	STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS IN ORDER TO PROVIDE SOCIALEMOTIONAL/ BEHAVIORAL SUPPORT/INTERVENTION:	Yes	$ 536,920		0.000%	0.000%
2	1	CORE CURRICULUM TO BE PURCHASED:	No	$ -	$ -	0.000%	0.000%
2	2	TECHNOLOGY	No	$ -	$ -	0.000%	0.000%
2	3	STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:	Yes	$ 92,386		0.000%	0.000%
2	4	COURSE ACCESS-COURSES BEYOND CORE OFFERED TO ALL/MOST STUDENTS:	Yes	$ -			0.000%
3	1	STAFFING, PROGRAMS, STRATEGEIS & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:	Yes	$ 3,846		0.000%	0.000%
3	2	PARENT INPUT IN DECISION MAKING	Yes	$ -			0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:	Yes	$ 40,319		0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ 425,561	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%