



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Helix Charter High School

CDS Code: 37681303732732

School Year: 2023-24

LEA contact information:

Kevin Osborn

Executive Director

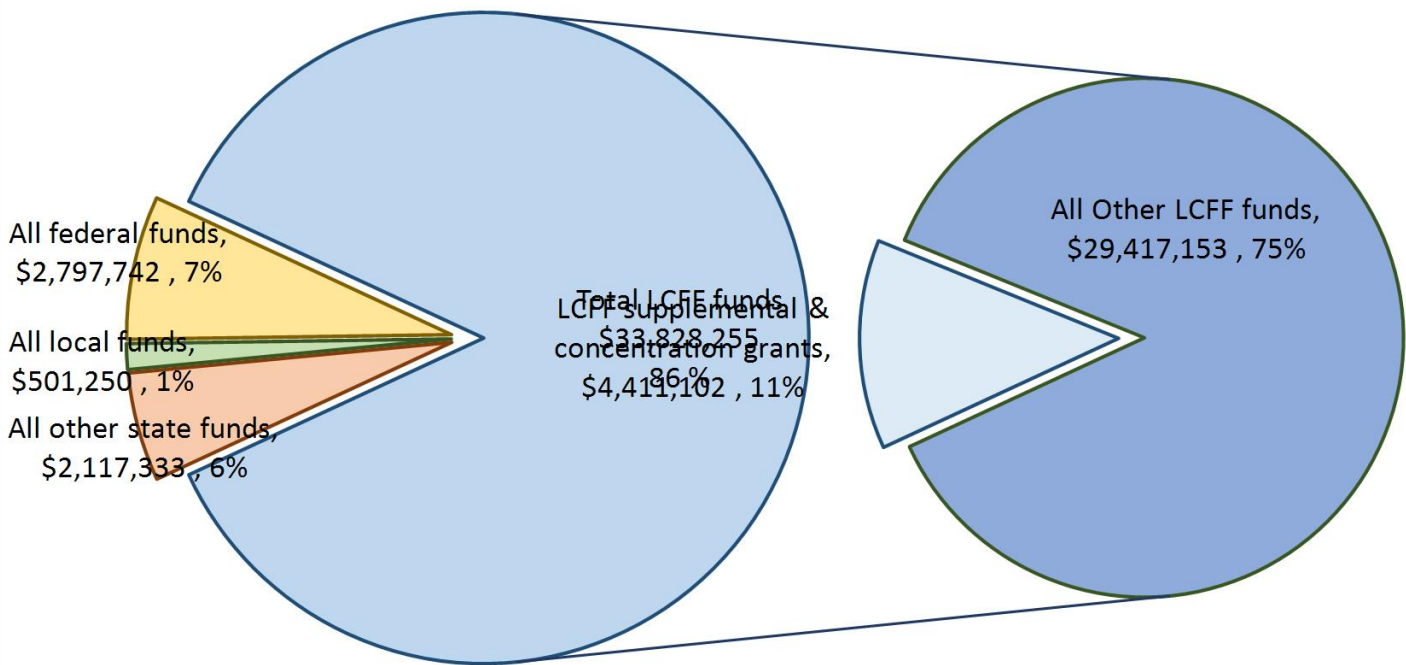
osborn@helixcharter.net

619-644-1940

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

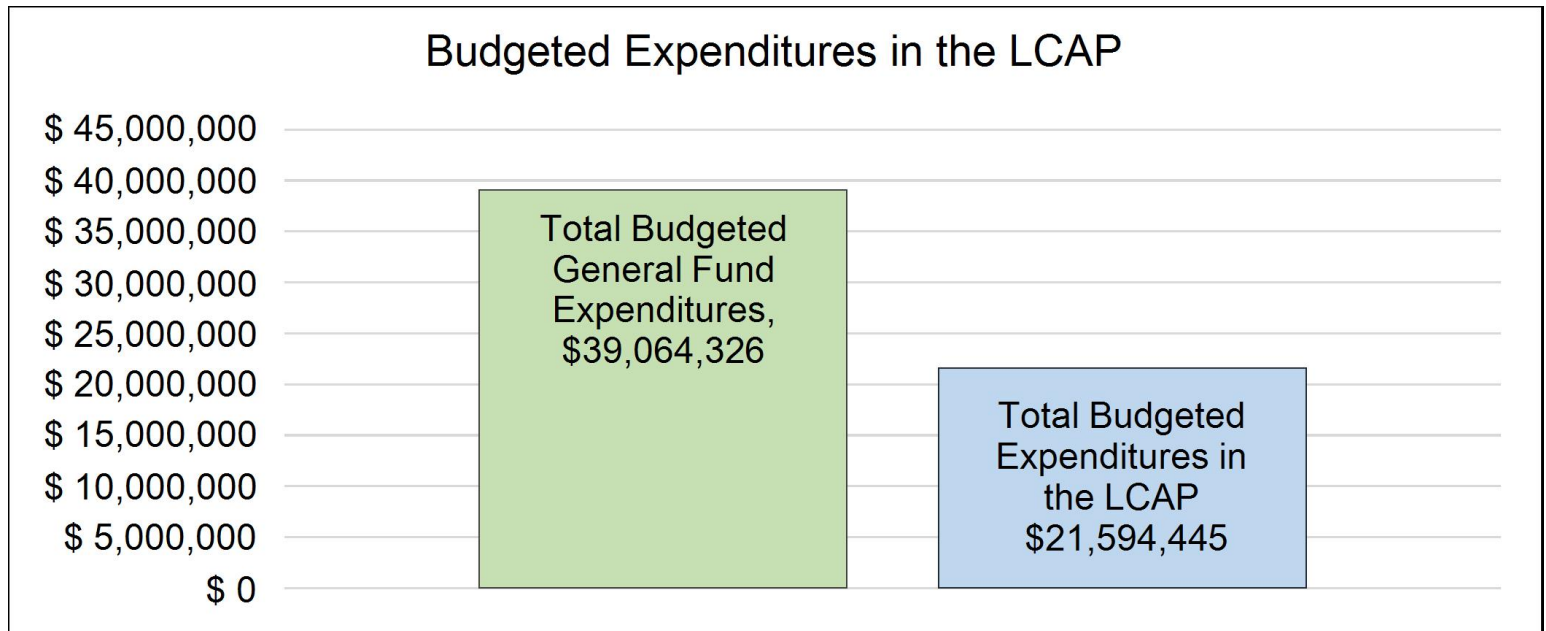


This chart shows the total general purpose revenue Helix Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Helix Charter High School is \$39,244,580, of which \$33,828,255 is Local Control Funding Formula (LCFF), \$2,117,333 is other state funds, \$501,250 is local funds, and \$2,797,742 is federal funds. Of the \$33,828,255 in LCFF Funds, \$4,411,102 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Helix Charter High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

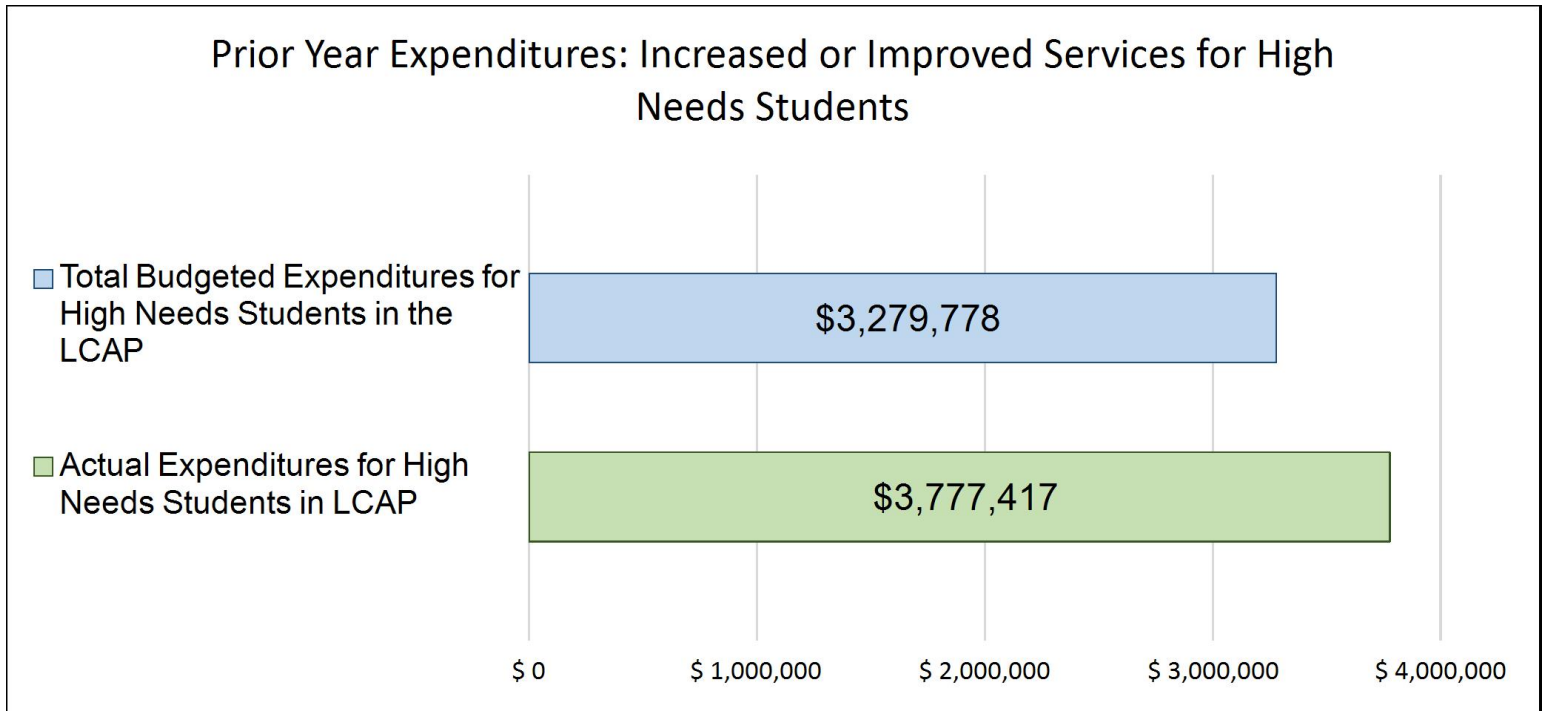
The text description of the above chart is as follows: Helix Charter High School plans to spend \$39,064,326 for the 2023-24 school year. Of that amount, \$21,594,445 is tied to actions/services in the LCAP and \$17,469,881 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Helix Charter High School is projecting it will receive \$4,411,102 based on the enrollment of foster youth, English learner, and low-income students. Helix Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Helix Charter High School plans to spend \$4,739,494 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 2022-23



This chart compares what Helix Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Helix Charter High School 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 2022-23, Helix Charter High School's LCAP budgeted \$3,279,778 for planned actions to increase or improve services for high needs students. Helix Charter High School actually spent \$3,777,417 for actions to increase or improve services for high needs students in 2022-23.



Local Control 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
Helix Charter High School	Kevin Osborn Executive Director	kosborn@helixcharter.net 619-644-1940

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Helix Charter High School has been serving the East County community well since 1952. Approximately 200 staff members serve a diverse community of 2,400 students. The school has a strong tradition of excellence in many areas, including academics, arts, and athletics.

Helix was one of the first high schools in California to convert from a traditional high school to a comprehensive charter high school. The conversion occurred in 1997-98, and Helix became California's 150th charter school. As a school of choice, the Helix staff made a commitment to effective collaboration, innovation, and holding ourselves accountable to ensure students reach their personal and academic potential. We currently serve approximately 35-40 feeder middle schools in the area.

The Mission of the school shifted to preparing ALL students for the opportunity to attend college, should they so choose, following graduation. As such, Helix boasts a rigorous comprehensive curriculum designed to prepare ALL students for success in college and career, as well as a comprehensive support system that makes it possible for students to achieve higher personal and academic goals. In order to graduate from Helix, all students must meet the UC/CSU A-G course admission requirements. ALL students are able to select from a variety of Honors, Advanced Placement, and Community College Dual Enrollment courses. Furthermore, students also have access to Career Technical Education programs that provide opportunities to prepare for careers in areas such as sports medicine, business entrepreneurship, education, and biotechnology.

In an effort to support the overall growth and development of our students, Helix provides students access to well-rounded extra-curricular and co-curricular programs. Helix's athletic program is one of the largest and most successful programs in San Diego County, offering numerous boys' and girls' sports at the freshman, junior varsity, and varsity levels. We also provide many performing arts programs - dance, drama, instrumental music, vocal music, speech and debate - as well as clubs and organizations that meet students' interests. All of these extra-curricular and co-curricular programs are intended to connect students to school, as students who feel connected to their school tend to grow and develop both personally and academically.

Because Helix is a large comprehensive grade 9-12 high school, it is important that students do not "fall through the cracks" or become anonymous on campus. In order to make a large campus feel smaller and safer, we assign incoming students to a Grade Level Team in which a Grade Level Principal, Counselor, Academic Advisor, and Administrative Assistant serve the graduating class of students for their entire four years. This allows families to have a consistent team of support personnel focused on their student's growth, development, and success. Our Grade Level Teams are aware of their students' academic goals and social-emotional needs, and are prepared to intervene when our students begin to struggle. Students who are struggling academically may be enrolled in an academic support class or assigned to attend daily or weekly tutorial sessions after school in order to meet our schools rigorous, college prep expectations. Our before and after-school programs allow students to access personalized support from a tutor and/or their teacher. Moreover, students struggling with social-emotional issues may be referred to the school's Wellness Center to receive services from one of our four full-time school social workers.

The racial and ethnic diversity of the student body remains a strength of Helix. In 2021-22, our largest subgroup of students were Hispanic or Latino at 44.1% of our campus population. Other subgroups consisted of the following: 24.9% White, 11.3% African American, 9.3% Two or More Races, 5% Asian and .9% Pacific Islander. Students with Disability population at Helix have all remained relatively similar at 10% of the overall population. English Learner (EL) population was 6.8% in 2019-20 which was significantly lower than the State at 18.6% yet similar to GUHSD at 11.1%. In 2021-22, the English Learner population reduced to 4.6% of the student body and maintained that percentage in 2022-23.

The Helix community is aware of the challenges many students face due to parent education level and low socioeconomic status. In 2022-23, 62% of our students qualified as Socioeconomically Disadvantaged. Helix students come from a broad range of family educational backgrounds, and many graduates are among the first in their families to attend four-year universities. As a community we are working to address the challenges that have developed out of Covid-19 school closures, changing demographics and current social justice concerns in our country.

As a Charter school, the State affords us the flexibility and autonomy over our resources to creatively develop our Educational Program in the best interests of our students. However, in return for this flexibility and autonomy, we must meet more rigorous accountability measures that are a part of our Charter. We welcome these increased accountability measures as they help to keep our focus on our main purpose: the growth and development of ALL our students and their learning.

Helix is a Western Association of Schools and Colleges (WASC) Accredited school site. WASC accreditation occurred in 2022-23 and we are awaiting our feedback to determine our cycle of evaluation whereby the school demonstrates the capacity, commitment, and competence to

support high-quality student learning and ongoing school improvement. The school assessed its program and its impact on student learning with respect to WASC criteria/indicators and other accreditation factors.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Helix Charter High School is most proud of the following aspects in our program:

In the area of academics we are most proud of our Graduation Rate and A-G Completion Rates, the Closing of The Achievement Gap in English Language Arts and the Reduction of the Achievement Gap in Math and the Performance of Students in AP Courses, as well as the Number of Students Successfully Completing Community College Classes.

As seen in our Dashboard accountability, Helix ratings are commendable. In English Language Arts, our students performed 76.3 points above standard. In Mathematics, student performed 12.9 points above standard. Our College and Career Ready students is phenomenal 96.9% of our graduates are meeting a-g requirements for University of California and Cal State University entrance, statewide 51.4% is the existing rate for all students in California. Our Graduation Rate indicates over 96.8% of our students graduated in their starting 4-year cohort with 582 total number of graduates.

In the Fall 2022, all of the Local Indicator Standards (Implementation of Academic Standards, Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement, Local Climate Survey, Professional Development) were met.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Fall 2022 Dashboard will only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Additionally the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

SUSPENSION RATE received a Medium rating for All Students and 7 of our 10 student groups, while this indicates an improvement as a more equitable level of suspension for our student groups compared to prior years. We must continue to look at this data, as we cannot afford for loss of learning for suspended students. This data indicates that 2.3% of our student body was suspended at least one day. Helix

administration will continue to analyze this data and work at each grade level, each student suspension and discussed methods to work on improved disciplinary options to keep students on campus in a learning capacity.

ENGLISH LANGUAGE ARTS assessed at Very High for All Students, three student groups assessed two or more levels below. African American assessed Medium, English Learners Low and Students with Disabilities (SWD) Very Low. Schoolwide work has occurred this year with a focus on equitable practices for all students, increased Designated English Language Development (DELD) and increased co-teaching and improved study skills supports for SWD. This work will continue as a professional development focus and instructional support implementation.

MATHEMATICS assessed at High for All Students, two student groups assessed two or more levels below. English Learners assessed Low and Students with Disabilities (SWD) Very Low. Schoolwide work has occurred this year with a focus on equitable practices for all students, increased Designated English Language Development (DELD) and increased co-teaching and improved study skills supports for SWD. This work will continue as a professional development focus and instructional support implementation.

GRADUATION RATE assessed at Very High for All Students, two student groups assessed two or more levels below. English Learners assessed Medium and Students with Disabilities (SWD) Low. Schoolwide work has occurred this year with a focus on equitable practices for all students, increased Designated English Language Development (DELD) and increased co-teaching and improved study skills supports for SWD. This work will continue as a professional development focus and instructional support implementation.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through educational partners' input from surveys and community input, along with the work of our leadership team, Helix will maintain the following areas for continuous improvement. The 2023-24 LCAP will focus on the following:

FOCUS GOALS

Safe and Supportive Environment: Develop a Safe and Supportive Environment that Supports Social Emotional Wellness, Good Citizenship and a Healthy Lifestyle

Close the Achievement Gap Through Focus on Equity Practices, Effective Collaboration and Innovative Practices

BROAD GOALS

Academic Rigor: Sustain a High Performing Academic Culture that Equips Students to Reach Personal and Academic Potential

Expanded School: Continue Opportunities for Expanded Student Learning: Career Technical Education, Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs.

MAINTENANCE GOALS

21st Century Technology: Maintain Systematically Integrated Technology in Helix Culture

Parent and Community Integration: Maintain Parent/Community Partnerships Expanding Helix as a Community Support Center

These goals are the basis of our school's Strategic Plan and are essential to attaining our Mission and Vision. Within the 2023-24 LCAP, Helix will continue to expand the listing of our actions and services under each goal to improve transparency to all stakeholders.

Values and Beliefs:

We believe...

- ----that all students can learn and become contributing members of society
- ----that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school
- ----that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances
- ----that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work
- ----effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.

We value...

- ----each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success
- ----the diverse ideas, values, and cultures that enrich our school system
- ----a safe and supportive learning environment that promotes student achievement
- ----a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

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.

Helix Charter High School is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

Helix Charter High School is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Helix Charter High School is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the 2022-23 year, Helix maintained a process for dissemination of LCAP information and collection of feedback with decision-making bodies and stakeholders. Helix embedded the LCAP within existing meetings and gatherings, allowing all groups to participate/comment in the process. Additionally, the Executive Director consistently reports our and/or connects the LCAP into community meetings.

Educational Partners were invited to provide insights and participate throughout 2022-23. Helix Charter decision-making bodies such as, Administration, Charter Board, Department Chair Council and Restructuring Committee reviewed LCAP Goals. We analyzed Metrics and the Dashboard in each group setting. Additional opportunities for participation/comment occurred during Charter Board Meetings, Bargaining Unit Meetings, PTSA and our English Learner Program Development Meetings. Student input was sought in a survey method, ASB discussion and Student Equity Advisory.

Feedback sessions included a review of LCFF and the purpose of the LCAP, in addition to discussion of program demographics and data in support of the goals and action items, with an emphasis placed on the impact COVID-19 had on the LEA, including student learning loss. Participants analyzed the data and effectiveness of the current LCAP's goals and action items, and provided input regarding the 2023-2024 LCAP goals and actions. Translators were available to facilitate engagement, discussion and feedback on the part of all student and educational partner groups.

Parents When: March - May, 2023

How: Charter Board meetings; PTA, ELAC meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions; review of LCAP draft.

Parent Community Forum

When: May 2023

How: Educational Partner Engagement; survey

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions; review of LCAP draft.

ELAC

When: November 2022 and May 2023

How: Educational partner engagement meetings

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions; review of LCAP draft. There was no feedback provided to the Superintendent.

Pupils

When: March - May, 2023

How: ASB meetings; Surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Bargaining Units (Certificated and Classified)

When: March - May, 2023

How: Bargaining Units feedback meeting; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Teachers (Certificated)

When: March - May, 2023

How: Restructuring, Department Chair meetings; staff meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Administration, including principals

When: December 2022 - May 2023

How: In-person meetings; educational partner engagement meetings

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Community (PTA, Charter Board)

When: March - May, 2023

How: Educational partner engagement meetings; SSC, PTA, ELAC meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2023-2024 LCAP goals and actions.

Public Comment Period: May 23rd through May 30th, 2023

Public Hearing Date: May 26, 2023

A summary of the feedback provided by specific educational partners.

Educational Partners voiced concerns about the clear need our students continue to need since returning to campus post-Covid. The impact of school shutdown, trauma of a pandemic and racial tensions in our nation were clearly standouts in responses. Our educators and families are clearly worried about the learning loss as well, but see the necessity of dealing with a student's emotional needs first and foremost.

The educational partner engagement results are summarized for each specific group.

Parent feedback focused on school safety; CTE and "real world" experience for students; improved opportunities for student and parent voice school and administration; and the use of technology.

Based on discussions with the ELAC panel, Helix was informed of the need to support English Learners, and maintain communication between school and home.

Student feedback demonstrated the importance of seeking student voice, continued focus on school safety, equity practices and support with social/emotional needs.

Classified and Certificated Bargaining Unit meeting members included the need for school safety; continued professional development, and the importance of support for our staff.

Input obtained from teachers and classified indicated a continued need for staff support; and maintaining social/emotional needs supports, and rigor focus. School staff discussed the importance of school safety and student attendance.

Administration meetings, survey results and analysis revealed a focus on the need to maintain a safe culture where students have many opportunities to learn and grow, continue our equity focused work, supporting at-risk students, improving attendance, classroom A/V infrastructure. Also feel a need to build up our school spirit and culture for students and staff that will increase the morale of all involved.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the feedback our Focus goals remained the same, with some expansion of action steps. Feedback clearly indicated that we need to continue to increase social emotional supports while streamlining access to ongoing support, academic supports and implement a look at our equity practices on campus. Conversations with all Educational Partners indicates we will continue increased support staff in the Wellness Center. Helix's partnership with San Diego County Office of Education Equity Team has led to an ongoing community to implement equity professional development for all staff over the next 3-4 years.

Goals and Actions

Goal

Goal #	Description
1	Safe and Supportive Environment: Develop a Safe and Supportive Environment that Supports Social Emotional Wellness, Good Citizenship and a Healthy Lifestyle

An explanation of why the LEA has developed this goal.

Focus Goal.

Students and staff support for social emotional wellness has become essential to our success on campus. Post pandemic trauma informed care is needed to bridge the return to school and mitigate learning loss. We will continue to focus on building a bridge to supports externally, implementing in-house proactive supports and schoolwide awareness of social emotional wellness.

We will work to implement student supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Working to develop and include the coordination of trauma-informed health, mental health, and social services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 1: Improvement from baseline of School Climate Index -- Perceived School Safety Percentage	2018-19 72% Feel Safe to Very Safe on Campus	2021-22 73.75% of All Grades Feel Safe-Very Safe on Campus 72% Grade 09 69% Grade 10 76% Grade 11 78% Grade 12	Scheduled 5/16/23		
Measure 2: Maintained staff and parents feeling school	2018-19	21-22	Scheduled 5/16/23		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
is a safe place on CHKS	99% of staff feel HCHS is a safe place for students 99% of staff feel HCHS is a safe place for staff	98% of staff feel HCHS is a safe place for students in 88% of staff feel HCHS is a safe place for staff			
Measure 3: .5% suspension rate reduction as compared to baseline	2019-20: 2.1% **Decreased** 2018-19: 3.7% **Increased**	2021-22 2.3% 2.7% African American 0.0% Asian 2.5% Hispanic or Latino 4.3% Pacific Islander 2.2% White 2.8% Two or More Races	Data unavailable		
Measure 4: Maintain expulsion rate as compared to baseline	2019-20: 0.00% **Decreased** 2018-19: 0.04% **Decreased**	0.0% 2021-22 0.0% African American 0.0% Asian 0.0% Hispanic or Latino 0.0% Pacific Islander 0.0% White 0.0% Two or More Races	Data unavailable		
Measure 5:	93.1% 2019-2020	94.3% 2021-22	Data unavailable		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Stability Rate (Students are determined to have a “stable” enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.)	93.2% African American 99.2% Asian 93.9% Hispanic or Latino 91.3% Pacific Islander 94.8% White 93.6% Two or More Races 88.4% English Learners 86.8% Homeless 92.0% Students w/ Disabilities 92.1% SocioEconomic Disadvantaged	93.2% African American 99.2% Asian 93.9% Hispanic or Latino 91.3% Pacific Islander 94.8% White 93.6% Two or More Races 91.5% English Learners 97.4% Homeless 92.0% Students w/ Disabilities 94.4% SocioEconomic Disadvantaged			
Measure 6: Increase Wellness Center Group Offerings as compared to baseline	2018-19: NA (School Shut Down)	2021-22 FALL GROUPS GBTS (Getting Back to School) T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's Student Grief Teacher Grief SPRING GROUPS Anxiety Group Self-Esteem 12-Grade Transitions Processing Circles	2022-23 FALL GROUPS GBTS (Getting Back to School) T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's Student Grief Teacher Grief SPRING GROUPS Anxiety Group Self-Esteem 12-Grade Transitions Processing Circles		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's Student Leadership Balancing Family and School	T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's Student Leadership Balancing Family and School Proactive Schoolwide Awareness		
Measure 7. Facilities Maintenance in Good Repair--SRM	Facilities FIT Rating: Good	2021-22 FIT Rating: Good	2022-23 FIT Rating: Good		Maintain Good Reading

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Team Support	Staffing (Admin, Counseling, Academic Advisors, Admin Assistants) GLT Budgets Attendance Clerks	\$3,104,695.00	No
1.2	Wellness Center Program	Staffing for Counseling/Social Work Support Wellness Center Department Budget	\$354,544.00	No
1.3	School Safety	Staffing (Manager, Campus Supervisors) Professional Development Event Security & Safety Needs	\$746,487.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Positive School Culture	Safe School Ambassadors (SSA) Student 2 Student Organization (S2S) Scottie Pride Day Upper Grade/Mid Year Transfer Student Services School Climate/Culture Training & Implementation of Restorative Practices, Scottie Restore Staff and Student Recognition: Honor Roll, Perfect Attendance, Platinum at Graduation Dads Achieving Daily for Students: D.A.D.S.	\$60,000.00	Yes
1.5	School Grounds/Maintenance	Custodial and Maintenance Oversight Ongoing School Improvements: Facility Improvements and Planning, Deferred Maintenance Items Annually as Needed	\$2,476,643.00	No
1.6	Expanded Wellness Center Program	Additional Staffing Program Implementations CTK - Apricot Select (software designed to meet the record keeping)	\$434,209.00	Yes
1.7	Co-Curricular and Extra Supports	Athletic Program (staff, supplies, transportation) Performing Arts Program (staff, supplies, transportation) Academic League Program (staff, supplies, transportation)	\$1,579,715.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The 2022-23 school year was our second full in-person instruction year since Covid closures. We continued to encounter new or increased issues of stress, anxiety, and mental health problems for students and our staff. In year two, Helix made strides in addressing student with more anxiety, depression, and social issues at a level that we had not encountered previously. The amount of students needing a 504 Plans increased; as such, the services needed for our Grade Level Teams and Wellness Center Staff also increased.

The expanded staffing action in this Focus Goal were essential to implement preventative programs of support, increase access to supports and provide resources to families in need. Helix is committed to the continued work of our Grade Level Teams, Wellness Center Program, and School Safety Team to develop and sustain a welcoming, supportive and positive school culture for our students, parents and staff. Additionally, Helix assigned each Grade Level Team a Grade Level Wellness Center member, add two at the 9th grade level for additional support.

The only substantive difference in planned actions was the addition of a 5th certificated staff member in the Wellness Center to continue to bridge and support 9th grade transition to Helix and provide ongoing supports as 9th grade students may struggle. Implementation plans were not different.

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 01.04 (Positive School Culture)

Planned expenditure was \$60,000, but our Estimated Actual Expenditures look to be \$171,000 increase. This increase occurred as result of staffing incentives for multiple preps, recognition events and support activities.

Action 01.07 (Co-Curricular and Extra Supports)

Planned expenditure was \$829,219, but our Estimated Actual Expenditures look to be \$607,000 increase. This increase occurred as result of all activities being returned to in-person status and the increase to stipends as negotiated.

An explanation of how effective the specific actions were in making progress toward the goal.

Implementation of actions 01.01 to 01.07 were effective, as seen in metric and dashboard analysis. Our increased our mental health supports helped students reconnect to Helix and our community this year, like "Welcome Back Days" at the start of the year for all students and staff to get reconnected. Adding a mental health support staff member to each Grade Level Team provided the direct support to grade level students, it increased resources for interventions and immediacy.

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

- Link Crew expansion from a club/organization to a course offering with curriculum.
- Implementation Wellness Center provided on-site intervention supports for alternatives to suspension.
- School Safety Vulnerability Assessment and implement timeline to address areas of concern.

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.

Goals and Actions

Goal

Goal #	Description
2	Close the Achievement Gap Through Focus on Equity, Effective Collaboration and Innovative Practices

An explanation of why the LEA has developed this goal.

This is a Focus Goal as the need to work school wide on improving our equity practices and ensuring all students experiences an equitable education and access to all future paths.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 1: Chronic Absenteeism Rate (*Dataquest)	2019-20 Rate: NA 2018-19 Rate: 3.1% (78 Ss)	2020-21 Rate: 0.0% (0 Ss)	2021-22 Rate: 1.0% (26 Ss)		.5%
Measure 2: Dropout Rate*	Measure 2: Dropout/Non-Completers Rate 2019-20 All Students: 1.7% Hispanic: 2.3% Asian: 0% African American: 1.8% White: 2% Two or More: 0% Socioeconomically Disadvantaged: 2.2%	2020-2021 All Students: 1.3% Hispanic: 1.5% Asian: 0% African American: 1.5% White: 1.7% Two or More: 0% Socioeconomically Disadvantaged: 1.3% Students w/ Disabilities: 8.3% English Learners: 0% Homeless: 0%	2021-22 All Students: 2.7% Hispanic: 3.7% Asian: 0% African American: 0% White: 3% Two or More: 0% Socioeconomically Disadvantaged: 3.7% Students w/ Disabilities: 9.4% English Learners: 15.8% Homeless: 8.3%		.1% Reduction in All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/ Disabilities: 2.5% English Learners: 1.7% Homeless: 0%				
Measure 3: Grad Rate*	2019-20 All Students: 96.4% Hispanic: 95.4% Asian: 100% African American: 96.4% White: 96.1% Two or More: 98.1% Socioeconomically Disadvantaged: 95.0% Students w/ Disabilities: 87.5% English Learners: 89.7% Homeless: 95.2%	2020-2021 All Students: 97.6% Hispanic: 97.7% Asian: 92.9% African American: 97% White: 97.5% Two or More: 100% Socioeconomically Disadvantaged: 97.4% Students w/ Disabilities: 83.3% English Learners: 97.9% Homeless: 95%	2021-22 All Students: 94.3% Hispanic: 92.6% Asian: 100% African American: 96.7% White: 94.7% Two or More: 96.4% Socioeconomically Disadvantaged: 98.6% Students w/ Disabilities: 77.4% English Learners: 71.1% Homeless: 83.3%		1% Increase in All Students
Measure 4: UC/CSU a-g completion rate*	2019-20 All Students: 94.5% Hispanic: 94% Asian: 94.1% African American: 90.7% White: 98%	2020-2021 All Students: 98.1% Hispanic: 98.1% Asian: 96.2% African American: 96.9% White: 99.1% Two or More: 98%	2021-22 All Students: 97.2% Hispanic: 95.6% Asian: 100% African American: 98.3% White: 99.2% Two or More: 96.2%		1% Increase in All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More: 94.3% Socioeconomically Disadvantaged: 92.6% Students w/ Disabilities: 57.1% English Learners: 84.6% Homeless: 95%	Socioeconomically Disadvantaged: 97.6% Students w/ Disabilities: 76.7% English Learners: 91.5% Homeless: 94.7%	Socioeconomically Disadvantaged: 96.3% Students w/ Disabilities: 92.7% English Learners: 88.9% Homeless: 100%		
Measure 5: Long-term EL's* At-Risk=4-5 Years LTEL=6+years	2019-20 At Risk 1.2% (9 Ss) LTEL 12.7% (94 Ss)	2020-21 At Risk 1.3% (9 Ss) LTEL 15.8% (111 Ss)	2021-22 At Risk 1.2% (8 Ss) LTEL 13.4% (93 Ss)		
Measure 6: EL Reclassification*	2019-20 EL 6.8% (167 Ss) RFEP 23.5% (576 Ss)	2020-21 EL 5.6% (138 Ss) RFEP 22.9% (566 Ss)	2021-22 EL 4.6% (113 Ss) RFEP 23.6% (580 Ss)		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support Program (general and special education)	Staffing (Program Supervisor, Academic Leads, Academic Coaches-GenEd/SpEd) Dropout Detective Department Budget Academic Support Assistant Manager Academic Support Manager Onboarding	\$1,319,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	English Learner Program	<p>Staffing (English Learner Coordinator, EL Instructional Aides)</p> <p>Department Budget</p> <p>Curriculum: EDGE Fundamentals integrates language and grade level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading / writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction is integrated in each unit. Units begin with an essential question related to the theme, literature and extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. Each unit concludes with a writing project and "Workplace Workshop." The latter is included to assist students with career exploration.</p> <p>Professional Development</p>	\$277,681.00	Yes
2.3	Helix First: 9th Grade Transition Program	<p>Staffing</p> <p>Curriculum</p> <p>Budget</p>	\$611,319.00	Yes
2.4	Summer Institute	<p>Content Specific Staff Development during summer</p> <p>Staffing</p> <p>Curriculum Hours</p> <p>Materials</p>	\$75,000.00	Yes
2.5	Double-Dosed Math	Algebra I & Algebra II Year-long Staffing	\$731,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development	Teachers on Special Assignment: Release for Integrated Staff Support of School wide Programs North County Professional Development Federation Membership SDCOE Equity Partnership	\$434,209.00	Yes
2.7	AP Fee Reimbursement	AP Fee Reimbursement	\$30,000.00	Yes
2.8	SPED Support Program	GUHSD buyback service of Special Education Services Increased Co-Taught Model for Curriculum Modification	\$2,840,742.00	No
2.9	Schoolwide Equity Implementation	Helix Equity Flex Program--Staff education and curriculum reform, alignment implementation with quarterly release for professional development. Continued partnership working with San Diego County Office of Education and National Coalition of Urban Schools Transition as a outside source of information, guidance and analysis.	\$326,644.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Our charter mission clearly states all students will access accelerated college preparatory curriculum that will allow them to be A-G approved/completed upon graduation. Actions from Goal 2, are in place to ensure access to the implementation of standards based curriculum and instructional materials. Goal 2 focuses on the support mechanisms to ensure all students are supported in meeting the expectations in the classroom and accessing opportunities. Helix is committed to provide support services for identified students with fidelity. The substantive differences in planned actions and actual implementation of these actions occurred as a result of the following:

Negotiated Salary Increases and Increased Compensation in the Academic Support Program to retain and attract quality staffing.
Increase staffing and supports in the English Language Development program.
Double-dosed math staffing audit.

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 02.01 (Academic Support Program for Students in General and Special Education)
Planned expenditure was \$1,181,671, but our Estimated Actual Expenditures look to be \$278,000 increase. This increase occurred as result of salary increase, staffing increase and retention incentives.

Action 02.02 (English Learner Program)
Planned expenditure was \$239,597, but our Estimated Actual Expenditures look to be \$83,000 increase. This increase occurred as result of an increase staffing and supports in the English Language Development program.

Action 02.05 (Algebra I and Algebra II Double-Dosed Math)
Planned expenditure was \$413,692, but our Estimated Actual Expenditures look to be \$392,000 increase. This increase occurred as result of an audit insuring all double-dosed instructors were accurately accounted for in the action.

An explanation of how effective the specific actions were in making progress toward the goal.

Helix is consistent in its focus on a Pyramid of Interventions for all students. We have created a layered system of support and systemic interventions annually. Coming back to in-person instruction after the pandemic these levels of support were paramount to our continued success as an academic program. We had to focus on the best ways to connect students to school and mitigate learning loss. Keeping up with curricular changes, student and staff supports, and providing services for identified students occurred on a daily basis. Helix did not stray from this goal the entire year.

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

A significant addition to Goal 2 is Action 02.09 (Schoolwide Equity Implementation). After the 2021-22 partnership with San Diego County Office of Education Equity Department, we have implemented the Helix Flex Program. The Flex Program will allocate daily time in the instructional day for cohorts of staff to be released for guided work in equity education leading to curriculum reform over the next 3 years.

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.

Goals and Actions

Goal

Goal #	Description
3	Academic Rigor: Sustain a High Performing Academic Culture that Equips Students to Reach Personal and Academic Potential

An explanation of why the LEA has developed this goal.

This is a broad goal that encompasses Helix's core program. We are dedicated to offering the best academic program that will lead to all students meeting their greatest potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Assignment	No Rate of Teacher Misalignment	No Rate of Teacher Misalignment	No Rate of Teacher Misalignment		No Rate of Teacher Misalignment
Standards-aligned instructional materials and their implementation for all students	Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program	Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program	Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program		Comply with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program
Pupil enrollment in a broad course of study	100% participation in Course Selection for Enrollment	100% participation in Course Selection for Enrollment	100% participation in Course Selection for Enrollment		100% participation in Course Selection for Enrollment
Academic Proficiency in ELA and Mathematics (CAASPP)	2018-19 78.45% ELA Standard Met or Exceeded	2020-21 NA ELA Standard Met or Exceeded NA Math Standard Met or Exceeded	2021-22 83.05% ELA Standard Met or Exceeded		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	72.47% Math Standard Met or Exceeded		56.98% Math Standard Met or Exceeded		
Schoolwide Graduation Rate	2019-20 All Students: 96.4% Hispanic: 95.4% Asian: 100% African American: 96.4% White: 96.1% Two or More: 98.1% Socioeconomically Disadvantaged: 95.0% Students w/ Disabilities: 87.5% English Learners: 89.7% Homeless: 95.2%	2020-2021 All Students: 97.6% Hispanic: 97.7% Asian: 92.9% African American: 97% White: 97.5% Two or More: 100% Socioeconomically Disadvantaged: 97.4% Students w/ Disabilities: 83.3% English Learners: 97.9% Homeless: 95%	2021-22 All Students: 94.3% Hispanic: 92.6% Asian: 100% African American: 96.7% White: 94.7% Two or More: 96.4% Socioeconomically Disadvantaged: 98.6% Students w/ Disabilities: 77.4% English Learners: 71.1% Homeless: 83.3%		1% Increase in All Students
Advanced Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken	2019-20 73.6% (440 Tests)	2020-21 68.98% (276 Tests)	2021-22 77.53% (391 Tests)		70%
AP Excellence and Equity (Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point	2016-17 23.0%	2020-21 19.5%	2021-22 26%		20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
during high school divided by the total number of your school's seniors)					
P2 Attendance Rate	2019-20 97.12%	2020-21 %	2021-22 %		96%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional Curriculum Materials and Supplies	Purchases of textbooks/research based instructional materials and classroom supports.	\$319,059.00	No
3.2	Schoolwide Literacy and Numeracy Focus	Library Staffing	\$422,197.00	Yes
3.3	Best Practices and Standards Based Curriculum	Common Core/NGSS Curriculum Support Course Level Team Stipends Schoolwide Professional Development Edjoin	\$201,067.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Helix Broad Goal 3 is designed to provide excellence in teaching and learning by meeting the needs of each learner through the work of our certificated personnel and support staff. This goal is focused on the curriculum needs and supplies needs to implement the most effective instructional practices. As a school we are committed to the importance of literacy and numeracy for all. We have committed dollars to investigating best practices and the support of staff to attend professional development opportunities.

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 03.02 (Schoolwide Literacy and Numeracy Focus)

Planned expenditure was \$257,662, but our Estimated Actual Expenditures look to be \$164,000 increase. This increase occurred as result of salary increase, staffing audit and incorporating all staffing in library.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 3 have supported Helix's focus to provide every student an educational program with standards aligned instruction and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. Professional Learning for instructional staff continues to play a key role in our efforts to achieve this goal. Course Level Team Leaders continue to provide support professional learning on their course teams. With State Assessments having resumed and results forthcoming, the overall progress of Helix in key content areas will be available in the near future. The overall performance in these areas as well as the disaggregated performance of student groups will enable more current analysis and inform next steps.

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

There are no changes to Goal 3, its metrics, desired outcomes, or actions for the coming year.

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.

Goals and Actions

Goal

Goal #	Description
4	Expanded School: Continue Opportunities for Expanded Student Learning: Career Technical Education, Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs.

An explanation of why the LEA has developed this goal.

This is a broad goal that addresses our expanding program for lifelong learners, we are dedicated to offering the best opportunities that will lead to all students meeting their greatest potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 1: Articulated college-level course enrollment	2019-20 788 Dual Enrollment Completed Courses (at Helix) 37 Concurrent Enrollment (CC during school year) 32 Concurrent Enrollment (CC during summer 2018) 2018-19 242 Dual Enrollment Completed Courses (at Helix) 44 Concurrent Enrollment (CC during school year)	2021-22 Dual Enrollment Completed Courses (at Helix) 756 Fall; 711 Spring 46 Concurrent Enrollment (CC during school year) 61 Concurrent Enrollment (CC during summer 2021)	2022-23 Dual Enrollment Completed Courses (at Helix) Fall; Spring Concurrent Enrollment (at CC during school year): Concurrent Enrollment (at CC during summer 2021):		Maintain or increase counts by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	127 Concurrent Enrollment (CC during summer 2017)				
Measure 2: Sub-Group UC a-g completion rate	Measure 2: UC a-g completion rate 2019-20 94.5% 94.1% Asian 94.0% Hispanic 90.7% African American 98.0% White 92.6% Economically Disadvantaged 57.1% Students w/ Disabilities 84.6% English Learners 95.0% Homeless	2020-21 99.8% All Students 100% Asian 100% Hispanic 100% African American 99.2% White 100% Economically Disadvantaged 97.4% Students w/ Disabilities 100% English Learners 100% Homeless	2021-22 96.9% All Students 100% Asian 95.9% Hispanic 94.9% African American 97.9% White 96.6% Economically Disadvantaged 57.6% Students w/ Disabilities 83.3% English Learners 100% Homeless		Maintain 95% or above for each subgroup
Measure 3: Determine baseline rate of graduation class meeting College and Career Readiness percent of students EAP College and Career Ready	Measure 3: College and Career Readiness (EAP) 2019-20 NA	2021-22 NA			Evaluate Initial Ranking

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Center	Staffing Program Budget	\$111,631.00	Yes
4.2	College/Career Outreach and Education	Providing access and opportunities to explore post-secondary options including higher education and Career Technical Education.	\$90,485.00	Yes
4.3	Community College Access	Dual Enrollment/Concurrent Enrollment Helix is proud to offer 57 college-level courses on our campus this year. Students who are interested in taking advantage of this program can schedule a meeting with their grade level counselor or academic advisor. Dual Enrollment is a college course (through Grossmont Cuyamaca Community College District) that is offered on the Helix campus during the regular Helix school day. Concurrent Enrollment is a college course (through any college) that is not offered on the Helix campus. This course usually takes place at the college, but could also be an online course. Providing access and opportunities to enroll in and earn Community College credit during the school year.	\$946,448.00	Yes
4.4	Career and Technical Education Program	CTE: Helix EDGE (Explore, Develop, Gain, Earn) is our career pathway program and is part of the Career Technical Education (CTE) program. The pathways offer students the opportunity to take a series of classes that relate to a specific course of study. This may help spark interest in a specific subject as a hobby, degree program or a future profession. The four Helix EDGE Pathways are Sports Medicine, Education, Business Entrepreneurship and Biotechnology. Providing access and opportunities to gain skills and knowledge through Career Technical Education.	\$714,338.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Alternative Academic Program	Providing access to virtual academic program and opportunities to implement immediate remediation options.	\$125,530.00	Yes
4.6	Aspire Program	Providing access and opportunities to academic enrichment opportunities and activities designed to complement the regular academic program and that support college and career readiness, assist with literacy and related educational development services. As well as provide a safe environment for students participating in their programs.	\$241,775.00	Yes
4.7	Summer & Intersession Remediation	Summer School; School year Remediation	\$175,000.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Helix is fully committed to providing an education beyond the traditional school program. Goal 4: Expanded School/Student Learning Opportunities supported several key programs for our students: Helix EDGE is our 21st Century Career Technical Education (CTE) Program. It consists of a multi-year sequence of academic and technical courses to prepare students for a full range of post-secondary options. Helix students are able to explore career options by linking their academics with hands-on relevant skills they will need to be successful in today's and the future economy. Research has shown that students who connect to the relevance of what they are learning academically and how their course work aligns to their educational and occupational goals, achieve greater success in high school and beyond. The 4 Helix EDGE Pathways are: Biotechnology, Business Entrepreneurship, Education and Sports Medicine. There were no substantive differences in planned actions or funding. Helix College Center is dedicated to supporting college going students and families, assisting with dual and concurrent enrollment at the Grossmont Community College and college application support. There were no substantive differences in planned actions or funding.

Helix Virtual Academy is our independent study option to meet the educational needs of students. Independent study is an alternative instructional strategy designed to teach the knowledge and skills of the core curriculum for eligible students whose needs may be best met through an alternative mode of instruction outside of the regular classroom setting. Helix staff provides appropriate existing services and resources to enable students to complete their independent study successfully. There were no substantive differences in planned actions or funding.

Helix Aspire is program with our 21st Century High School ASSETs Program Grant. The goal of this program is to provide opportunities on campus with academic enrichment and activities designed to complement the student's regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in these programs. Carryover funds occurred from 2020-21 due to our limited offerings during school closure. We expended all carryover in July 2021.

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 04.03 (Community College Access)

Planned expenditure was \$677,185, but our Estimated Actual Expenditures look to be \$269,000 increase. This increase occurred as result of increased course offerings.

Action 04.04 (Career and Technical Education Program)

Planned expenditure was \$302,123, but our Estimated Actual Expenditures look to be \$412,000 increase. This increase occurred as result of including all expenditures and the matching funds.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 actions were highly effective in making progress. We doubled our dual enrollment completion rates, increasing the number of students earning college credits. Our college center supported students enrollment in community college and college application completion. Aspire was able to reconnect students to campus following the pandemic. Aspire was also able to implement before and after school academic supports to mitigate learning loss.

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

Helix College and Career Center while effectively supporting our college going students and families, Helix will be increasing the focus on Career Readiness and investigation.

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.

Goals and Actions

Goal

Goal #	Description
5	21st Century Technology: Maintain Systematically Integrated Technology in Helix Culture

An explanation of why the LEA has developed this goal.

Technology is a cornerstone to student success and accessing education platforms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 1: Student technology access	2019-20 100% 1:1	2021-22 100% 1:1	2022-23 100% 1:1		Maintain 100% 1:1
Measure 2: Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education	2019-20 a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	2021-22 a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	2022-23 a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE		Maintain a-c

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 3: Access Points to Wireless Internet	2019-20 Added 4 Wireless Access Points	2021-22 Added 2 Wireless Access Points	2022-23 Added 10 Wireless Access Points		Add 2 Wireless Access Points

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Information Technology Support Services	Staffing	\$1,122,361.00	No
5.2	Information Technology Hardware & Modernization	Infrastructure for internet and technology services on site 21st Century Technology Maintenance and Modernization	\$792,605.00	No
5.3	One to One: Chromebook Access	Provide and maintain Chromebooks for all students	\$385,000.00	Yes
5.4	Schoolwide Technology Platforms	Implemented schoolwide technology based support program/platforms.	\$215,000.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Helix continues to review and analyze our technology support plan and technology use in the classroom. Educational partner feedback from parents, students, and teachers, revealed the need to continue to purchase and upgrade technology to provide ongoing consistent access to 21st-century skills and prepare for college and career readiness. Helix is committed to replace outdated technology infrastructure and equipment; provide technical coaching and software support for technology integration into the classroom, facilities, and for student learning

at home. Implementation of these actions and services will increase college and career preparedness and engagement by supporting students' technology skills and the development of critical thinking, communication, collaboration, and creativity.

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 05.02 (Information Technology Hardware and Modernization)

Planned expenditure was \$414,852, but our Estimated Actual Expenditures look to be \$377,700 increase. This increase occurred as result of a lab refresh in room 190.

An explanation of how effective the specific actions were in making progress toward the goal.

Maintained and consistent focus on the implementation of the actions in this goal furthered the Helix's efforts to ensure that all students are experiencing a 21st Century Technology education. The overall implementation of the goal by providing and upgrading instructional technology, increased achievement levels by reinforcing instruction through engaging activities to address individual learning styles.

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

There will be no changes to this goal at this time; we will continue to analyze Helix IT Infrastructure.

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.

Goals and Actions

Goal

Goal #	Description
6	Parent and Community Integration: Maintain Parent/Community Partnerships Expanding Helix as a Community Support Center

An explanation of why the LEA has developed this goal.

Communication with our parent/guardians is an essential component to the success of our students. Involving the community as a stakeholder on our campus, promotes the supportive community we are striving to build for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 1: Increase/sustain the number of parents/guardians attending parent training, learning opportunities and education workshops and meetings.	2018-19 608 families attended an event	2021-22 800 Families attended an event	2022-23 2000 Families attended an event		1000 Families Attending Event During the Year
Measure 2: Increase Parent/Guardian Canvas Observer Accounts.	2018-19 2000 Observer Accounts	2021-22 4282 Observer Accounts	2022-23 5000 Observer Accounts		5000 Observer Accounts
Measure 3:	Measure 3: CHKS Parent Surveys	2021-22 506 Responses	Scheduled end of May		900 Responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent response to CHKS Survey to 150	2018-19: 750 Responses				
Measure 4: Increase and/or sustain parent enrollment in PTSA.	2019-20 146 Member	2021-22 113 Members	2022-23 150 Members		250 Members

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent/Guardian Outreach and Engagement Events	Annual Events: <ul style="list-style-type: none"> - Back to School Nights - 9-12th Grade Curriculum Meet and Greet - Quarter 1 and 3 Parent Shadow Day - Spring Fling Incoming 9th Grade Orientation 	\$30,000.00	No
6.2	Family First: Parent Education and Engagement	Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs. <ul style="list-style-type: none"> - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise. - Community Events/Topics: Health, Financial, Education 	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.3	Translation Services	Providing Translation Services to Expand Parent Education Opportunities. Staffing	\$21,543.00	Yes
6.4	Communication Tools	Continued support of services to increase Staff to Parent/Guardian outreach.	\$10,000.00	No
6.5	Community Resource	Continued support of services to increase Helix Campus as a Community Resource in La Mesa.	\$136,209.00	No
6.6	Summer Conferencing	Annual meetings with families 1:1; reviewing academic progress and needs. <ul style="list-style-type: none"> - Summer Conferences Build course schedules with parent input, Discuss academic progress, Review grade level specific student needs, Parent Compact that delineates commitment to HCHS and our academic program 	\$121,908.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no changes substantive differences in Goal 6. Helix is committed to holding our annual events and summer conferencing to encourage involvement from all of our educational partners. During the pandemic we were able to increase our parental outreach with the utilization of zoom options and webinar attendance access.

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.

There were no significant material differences in the planned actions of Goal 6.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal 6 supported the progress in meeting the goal to increase parent/guardian/community engagement at Helix. Annual events and engagement activities, like Family First Meetings supported the overall implementation of the goal by providing increased engagement through informing parents of school events, learning opportunities and services. Action 06:03 Translation services increases the rates of parent involvement and communication in students' home languages, which improved school decision-making for parents. Action 06:06 continues to provide our best one to one academic progress discussions.

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

In the 2022-23 schoolyear, Helix will be implementing a Community Relations Engagement Coordinator to improve our outreach and communication within the community.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,411,102	\$207,391

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
15.38%	0.00%	\$0.00	15.38%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

GOAL 1: Safe and Supportive Environment: Develop a Safe and Supportive Environment that Supports Social Emotional Wellness, Good Citizenship and a Healthy Lifestyle

ACTIONS:

Positive School Culture
Expanded Wellness Center Program

EXPLANATION:

To provide students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the charter school's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in activities.

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through visible support of a safe and secure campus.

To provide students and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 3 and 5 through counseling services for social-emotional, behavioral, and academic learning supports, and A-G course completion.

GOAL 2: Close the Achievement Gap Through Focus on Equity, Effective Collaboration and Innovative Practices

ACTIONS:

Academic Support Program (general and special education)

English Learner Program

Helix First: 9th Grade Transition Program

Summer Institute

Double-Dosed Math

Professional Development

AP Fee Reimbursement

EXPLANATION:

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meets the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8.

To provide educators with opportunities to collaborate within grade level Course Level Teams (CLTs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through regular, routine, scheduled teacher collaboration time, including monitoring and support.

To provide educators with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the training in Summer Institute.

GOAL 3: Academic Rigor: Sustain a High Performing Academic Culture that Equips Students to Reach Personal and Academic Potential

ACTIONS:

Schoolwide Literacy and Numerous Focus

EXPLANATION:

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

GOAL 4: Expanded School: Continue Opportunities for Expanded Student Learning: Career Technical Education, Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs.

ACTIONS:

College and Career Center

College/Career Outreach and Education

Dual Enrollment

Alternative Academic Program

Aspire Program

EXPLANATION:

To provide students with career and college strategies, activities, and opportunities that prepare them for the continuation of the educational path into college and with accurate and relevant resources when

entering into the workforce. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence-based programs, maintaining college and career guidance support to students, participation of college and career events to include workshops, guest speakers, etc., and to provide opportunities for age-appropriate college entrance examinations.

To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our low-income and all students in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; ensuring student interest enrichment activities are available.

GOAL 5: 21st Century Technology: Maintain Systematically Integrated Technology in Helix Culture

ACTIONS:

One to One: Chromebook Access

EXPLANATION:

To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the annual purchase and replacement of Chromebooks for students.

To enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state-mandated and other testing. These services are principally

directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas 1 and 6 through the purchase of equipment, replacement of computers, and upgrading related infrastructure.

GOAL 6: Parent and Community Integration: Maintain Parent/Community Partnerships Expanding Helix as a Community Support Center

ACTIONS:

Family First: Parent Education and Engagement

Translation Services

Summer Conferencing

EXPLANATION:

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions/services are proposed to ensure positive outcomes for student achievement and school connectedness for low-income and all students on campus. Our charter specifically seeks to ensure high levels of student achievement through a school environment where all stakeholders work together to ensure student success. Although targeted funds are principally directed towards our low-income students all students are served well with the use of these funds to increase academic achievement and preparation for college and career. All students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Helix Charter High School (HCHS) is supporting the needs of its low income, foster, homeless, English learner and re-designated FEP students with a variety of supports designed to accelerate increases in student learning. Programs and services are targeted to make an impact on the overall learning environment and the climate of the school as a whole. Helix is supporting the needs of its unduplicated pupils with a variety of services, early interventions and ongoing monitoring. An essential component of the success of all students at Helix is keeping our Mission at the forefront and supporting our students to attain our Vision.

It should be noted that supplemental/concentration funding is not the sole source of funding for many of the programs and initiatives iterated in this document. All expenditures are aligned with our LCAP goals and address the needs of our English learners, low income, re-designated fluent English proficient, and special education pupils.

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.

\$57,785 concentration grant add-on (targeted funds for unduplicated students)

With the additional concentration grant add-on funding, we implemented training for iLit for our English Learner Program and implemented a teacher on special assignment (TOSA) to coordinate and provide Designated ELD. DELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

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		1:26
Staff-to-student ratio of certificated staff providing direct services to students		1:23

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,592,019.00	\$1,440,970.00	\$18,900.00	\$1,542,556.00	\$21,594,445.00	\$15,567,343.00	\$6,027,102.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Grade Level Team Support	All	\$3,104,695.00				\$3,104,695.00
1	1.2	Wellness Center Program	All	\$354,544.00				\$354,544.00
1	1.3	School Safety	All	\$746,487.00				\$746,487.00
1	1.4	Positive School Culture	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
1	1.5	School Grounds/Maintenance	All	\$2,476,643.00				\$2,476,643.00
1	1.6	Expanded Wellness Center Program	English Learners Foster Youth Low Income	\$409,709.00	\$24,500.00			\$434,209.00
1	1.7	Co-Curricular and Extra Supports	All	\$1,579,715.00				\$1,579,715.00
2	2.1	Academic Support Program (general and special education)	English Learners Foster Youth Low Income	\$988,217.00			\$331,117.00	\$1,319,334.00
2	2.2	English Learner Program	English Learners	\$239,768.00	\$17,280.00		\$20,633.00	\$277,681.00
2	2.3	Helix First: 9th Grade Transition Program	English Learners Foster Youth Low Income	\$309,980.00			\$301,339.00	\$611,319.00
2	2.4	Summer Institute	English Learners Foster Youth Low Income	\$10,000.00	\$65,000.00			\$75,000.00
2	2.5	Double-Dosed Math	English Learners Foster Youth	\$317,375.00			\$413,692.00	\$731,067.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.6	Professional Development	English Learners Foster Youth Low Income	\$434,209.00				\$434,209.00
2	2.7	AP Fee Reimbursement	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.8	SPED Support Program	Students with Disabilities	\$2,840,742.00				\$2,840,742.00
2	2.9	Schoolwide Equity Implementation	English Learners Foster Youth Low Income	\$126,644.00	\$200,000.00			\$326,644.00
3	3.1	Instructional Curriculum Materials and Supplies	All	\$197,971.00	\$121,088.00			\$319,059.00
3	3.2	Schoolwide Literacy and Numeracy Focus	English Learners Foster Youth Low Income	\$422,197.00				\$422,197.00
3	3.3	Best Practices and Standards Based Curriculum	All Students with Disabilities	\$201,067.00				\$201,067.00
4	4.1	College and Career Center	English Learners Foster Youth Low Income	\$111,631.00				\$111,631.00
4	4.2	College/Career Outreach and Education	English Learners Foster Youth Low Income	\$90,485.00				\$90,485.00
4	4.3	Community College Access	English Learners Foster Youth Low Income	\$927,548.00		\$18,900.00		\$946,448.00
4	4.4	Career and Technical Education Program	All	\$455,338.00	\$200,000.00		\$59,000.00	\$714,338.00
4	4.5	Alternative Academic Program	English Learners Foster Youth Low Income	\$112,280.00	\$13,250.00			\$125,530.00
4	4.6	Aspire Program	English Learners Foster Youth Low Income				\$241,775.00	\$241,775.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	Summer & Intersession Remediation	All				\$175,000.00	\$175,000.00
5	5.1	Information Technology Support Services	All	\$1,122,361.00				\$1,122,361.00
5	5.2	Information Technology Hardware & Modernization	All	\$377,753.00	\$414,852.00			\$792,605.00
5	5.3	One to One: Chromebook Access	English Learners Foster Youth Low Income		\$385,000.00			\$385,000.00
5	5.4	Schoolwide Technology Platforms	All	\$215,000.00				\$215,000.00
6	6.1	Parent/Guardian Outreach and Engagement Events	All	\$30,000.00				\$30,000.00
6	6.2	Family First: Parent Education and Engagement	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
6	6.3	Translation Services	English Learners	\$21,543.00				\$21,543.00
6	6.4	Communication Tools	All	\$10,000.00				\$10,000.00
6	6.5	Community Resource	All	\$136,209.00				\$136,209.00
6	6.6	Summer Conferencing	English Learners Foster Youth Low Income	\$121,908.00				\$121,908.00

2023-24 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
\$28,672,596	\$4,411,102	15.38%	0.00%	15.38%	\$4,743,494.00	0.00%	16.54 %	Total:	\$4,743,494.00
								LEA-wide Total:	\$4,743,494.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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	1.4	Positive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
1	1.6	Expanded Wellness Center Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$409,709.00	
2	2.1	Academic Support Program (general and special education)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$988,217.00	
2	2.2	English Learner Program	Yes	LEA-wide	English Learners	All Schools	\$239,768.00	
2	2.3	Helix First: 9th Grade Transition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$309,980.00	
2	2.4	Summer Institute	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

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 (%)
2	2.5	Double-Dosed Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,375.00	
2	2.6	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$434,209.00	
2	2.7	AP Fee Reimbursement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.9	Schoolwide Equity Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,644.00	
3	3.2	Schoolwide Literacy and Numeracy Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$422,197.00	
4	4.1	College and Career Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,631.00	
4	4.2	College/Career Outreach and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,485.00	
4	4.3	Community College Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$927,548.00	
4	4.5	Alternative Academic Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,280.00	
4	4.6	Aspire Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.3	One to One: Chromebook Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
6	6.2	Family First: Parent Education and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

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 (%)
6	6.3	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$21,543.00	
6	6.6	Summer Conferencing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,908.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,475,479.08	\$21,645,126.00

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	1.1	Grade Level Team Support	No	\$2,522,683.00	\$2,823,888
1	1.2	Wellness Center Program	No	\$333,448.00	\$322,477
1	1.3	School Safety	No	\$692,166.00	\$764,077
1	1.4	Positive School Culture	Yes	\$60,000.00	\$231,406
1	1.5	School Grounds/Maintenance	No	\$2,884,297.00	\$3,354,347
1	1.6	Expanded Wellness Center Program	Yes	\$527,282.00	\$380,591
1	1.7	Co-Curricular and Extra Supports	No	\$829,219.00	\$1,436,836
2	2.1	Academic Support Program (general and special education)	Yes	\$1,181,671.00	\$1,459,338
2	2.2	English Learner Program	Yes	\$239,597.00	\$322,868
2	2.3	Helix First: 9th Grade Transition Program	Yes	\$591,744.00	\$556,023

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)
2	2.4	Summer Institute	Yes	\$61,788.00	\$87,162
2	2.5	Double-Dosed Math	Yes	\$413,692.00	\$806,424
2	2.6	Professional Development	Yes	\$307,766.00	\$394,937
2	2.7	AP Fee Reimbursement	Yes	\$20,000.00	\$33,342
2	2.8	SPED Support Program	No	\$2,582,493.00	\$2,588,115
2	2.9	Schoolwide Equity Implementation	Yes	\$319,680.00	\$297,100
3	3.1	Instructional Curriculum Materials and Supplies	No	\$289,599.00	\$319,059
3	3.2	Schoolwide Literacy and Numerous Focus	Yes	\$257,662.08	\$422,197
3	3.3	Best Practices and Standards Based Curriculum	No	\$176,550.00	\$201,067
4	4.1	College and Career Center	Yes	\$111,631.00	\$59,904
4	4.2	College/Career Outreach and Education	Yes	\$90,485.00	\$68,939
4	4.3	Community College Access	Yes	\$677,185.00	\$946,448

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)
4	4.4	Career and Technical Education Program	No	\$302,123.00	\$714,338
4	4.5	Alternative Academic Program	Yes	\$238,708.00	\$112,280
4	4.6	Aspire Program	Yes	\$266,605.00	\$219,475
4	4.7	Summer & Intersession Remediation	No	\$266,400.00	\$174,085
5	5.1	Information Technology Support Services	No	\$899,317.00	\$942,528
5	5.2	Information Technology Hardware & Modernization	No	\$414,852.00	\$792,605
5	5.3	One to One: Chromebook Access	Yes	\$385,000.00	\$367,443
5	5.4	Schoolwide Technology Platforms	No	\$215,000.00	\$195,869
6	6.1	Parent/Guardian Outreach and Engagement Events	No	\$30,000.00	\$3,974
6	6.2	Family First: Parent Education and Engagement	Yes	\$4,000.00	\$6,219
6	6.3	Translation Services	Yes	\$21,543.00	\$186
6	6.4	Communication Tools	No	\$10,000.00	\$5,790
6	6.5	Community Resource	No	\$136,209.00	\$122,969

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)
6	6.6	Summer Conferencing	Yes	\$115,084.00	\$110,820

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,622,185	\$3,279,778.08	\$3,777,417.54	(\$497,639.46)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.4	Positive School Culture	Yes	\$60,000.00	196129.47		
1	1.6	Expanded Wellness Center Program	Yes	\$120,839.00	322477.20		
2	2.1	Academic Support Program (general and special education)	Yes	\$850,554.00	948215.68		
2	2.2	English Learner Program	Yes	\$201,684.00	238394.16		
2	2.3	Helix First: 9th Grade Transition Program	Yes	\$290,405.00	416012.35		
2	2.4	Summer Institute	Yes	\$10,000.00	0		
2	2.5	Double-Dosed Math	Yes		358686.70		
2	2.6	Professional Development	Yes	\$307,766.00	260582.97		
2	2.7	AP Fee Reimbursement	Yes	\$20,000.00	33342.71		
2	2.9	Schoolwide Equity Implementation	Yes	\$159,840.00			
3	3.2	Schoolwide Literacy and Numerous Focus	Yes	\$257,662.08	345384.14		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
4	4.1	College and Career Center	Yes	\$111,631.00	58628.94		
4	4.2	College/Career Outreach and Education	Yes	\$90,485.00	12265.79		
4	4.3	Community College Access	Yes	\$658,285.00	461744.29		
4	4.5	Alternative Academic Program	Yes		8451.60		
4	4.6	Aspire Program	Yes		0		
5	5.3	One to One: Chromebook Access	Yes				
6	6.2	Family First: Parent Education and Engagement	Yes	\$4,000.00	6219.28		
6	6.3	Translation Services	Yes	\$21,543.00	0		
6	6.6	Summer Conferencing	Yes	\$115,084.00	110882.26		

2022-23 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)
\$26,234,803	\$3,622,185	0.00%	13.81%	\$3,777,417.54	0.00%	14.40%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.


- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).


California Department of Education
January 2022


Helix High


Explore the performance of Helix High under California's Accountability System.


Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).


Suspension Rate

Medium

English Learner Progress

High

Graduation Rate

Very High

College/Career

Not Reported in 2022

English Language Arts

Very High

Mathematics

High

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

Optional Narrative Summary
Completed By Helix High

Through constant reflection and self-evaluation, HCHS pursues continuous improvements in our Educational Program in an effort to improve and transform the lives of our students. The success of our students can be attributed to the continued innovative and collaborative efforts of the entire HCHS Community.

NAME Helix High	ADDRESS 7323 University Avenue La Mesa, CA 91941-6055	WEBSITE http://www.helixcharter....	GRADES SERVED 9-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS		

HELIX HIGH

Student Population

Explore information about this school's student population.

Enrollment

2,462

Socioeconomically Disadvantaged

57.4%

English Learners

4.6%

Foster Youth

0%

HELIX HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

76.3 points above standard

EQUITY REPORT

Number of Student Groups in Each Level

1 Very Low	1 Low	1 Medium
2 High	3 Very High	

LEARN MORE

Mathematics

12.9 points above standard

EQUITY REPORT

Number of Student Groups in Each Level

1 Very Low	1 Low	3 Medium
0 High	3 Very High	

LEARN MORE

English Learner Progress

60.7% making progress towards English language proficiency

LEARN MORE

College/Career

Local Indicators

LEARN MORE

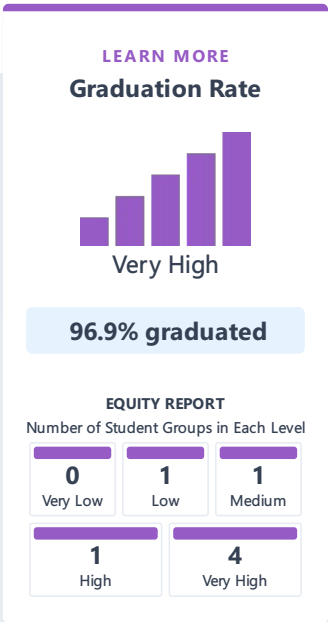
Implementation of
Academic Standards

STANDARD MET

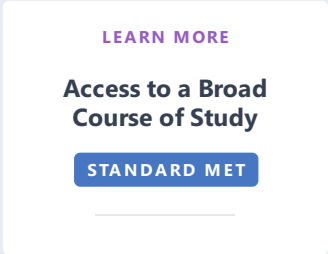
HELIX HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Local Indicators



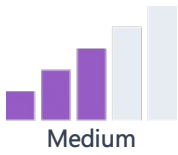
HELIX HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



**2.3% suspended at
least one day**

EQUITY REPORT

Number of Student Groups in Each Level

0 Very High	0 High	7 Medium
1 Low	2 Very Low	

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

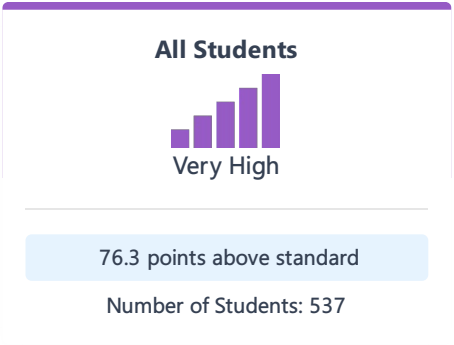
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

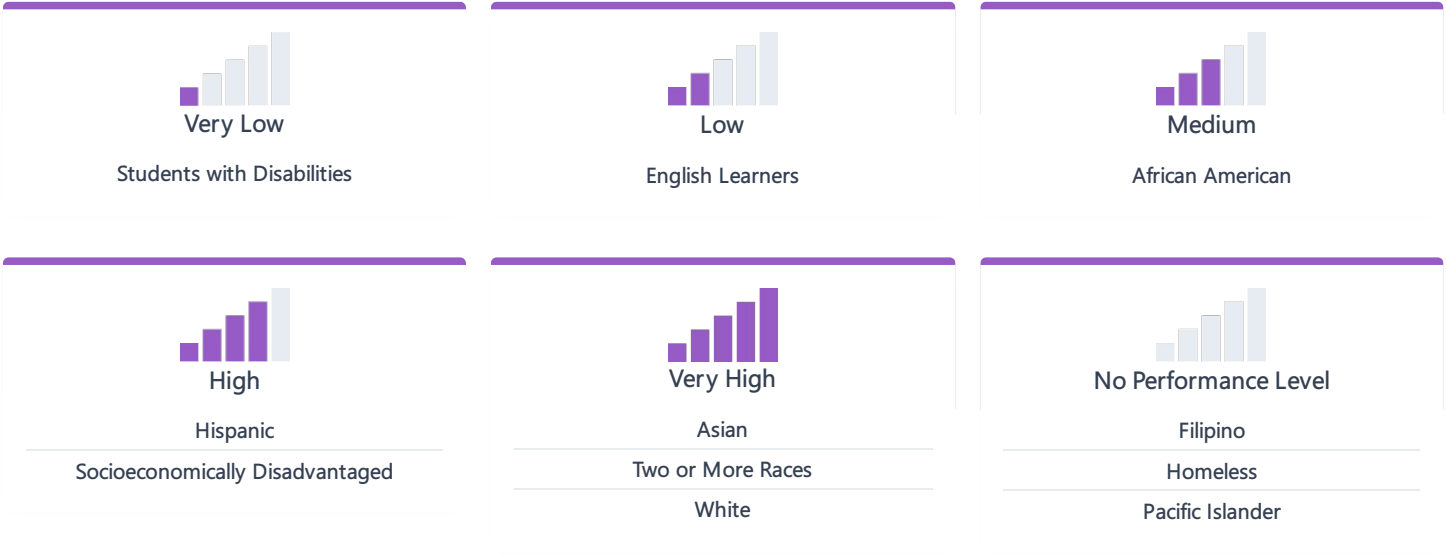
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless



No Performance Level

59.5 points above standard

Number of Students: 16

Pacific Islander

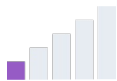


No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Very Low

96.2 points below standard

Number of Students: 45

English Learners



Low

16.2 points below standard

Number of Students: 44

African American



Medium

27.3 points above standard

Number of Students: 56

Hispanic



High

64.6 points above standard

Number of Students: 261

Socioeconomically Disadvantaged



High

58.9 points above standard

Number of Students: 327

Asian



Very High

117.4 points above standard

Number of Students: 37

Two or More Races



Very High

77.2 points above standard

Number of Students: 54

White



Very High

97.5 points above standard

Number of Students: 120

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

142.3 points below standard

Number of Students: 12

Reclassified English Learners

21.7 points above standard

Number of Students: 33

English Only

78.4 points above standard

Number of Students: 344

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



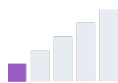
12.9 points above standard

Number of Students: 537

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Students with Disabilities



English Learners



African American

Hispanic

Socioeconomically Disadvantaged



No Student Groups



Asian

Two or More Races

White



Filipino

Homeless

Pacific Islander

Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless



No Performance Level

4.4 points below standard

Number of Students: 16

Pacific Islander

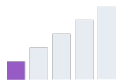


No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Very Low

165.6 points below standard

Number of Students: 45

English Learners



Low

71.5 points below standard

Number of Students: 44

African American



Medium

40.3 points below standard

Number of Students: 56

Hispanic



Medium

4.1 points below standard

Number of Students: 262

Socioeconomically Disadvantaged



Medium

4 points below standard

Number of Students: 326

Asian



Very High

82.4 points above standard

Number of Students: 37

Two or More Races



Very High

27.3 points above standard

Number of Students: 52

White



Very High

37.6 points above standard

Number of Students: 120

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

200.8 points below standard

Number of Students: 12

Reclassified English Learners

29.8 points below standard

Number of Students: 33

English Only

16.4 points above standard

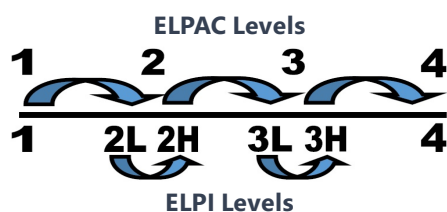
Number of Students: 344

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress



60.7% making progress towards English language proficiency

Number of EL Students: 89

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	15.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	23.6%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	60.7%

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

--	--

English Language Development (Aligned to English Language Arts Standards)

--	--

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

4	Full Implementation
---	---------------------

Next Generation Science Standards

4	Full Implementation
---	---------------------

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

5	Full Implementation And Sustainability
---	--

Physical Education Model Content Standards

5	Full Implementation And Sustainability
---	--

World Language

5	Full Implementation And Sustainability
---	--

Health Education Content Standards

4	Full Implementation
---	---------------------

Visual and Performing Arts

4	Full Implementation
---	---------------------

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability
---	--

Providing support for teachers on the standards they have not yet mastered

5	Full Implementation And Sustainability
---	--

Identifying the professional learning needs of individual teachers

5	Full Implementation And Sustainability
---	--

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students



96.9% graduated

Number of Students: 582

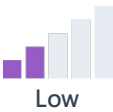
Student Group Details

All Student Groups by Performance Level

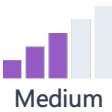
7 Total Student Groups



No Student Groups



Students with Disabilities



English Learners



African American



Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Level

100% graduated

Number of Students: 25

Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth

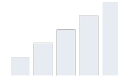


No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Level

92.9% graduated

Number of Students: 28

Pacific Islander



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



Low

72.9% graduated

Number of Students: 48

English Learners



Medium

86.7% graduated

Number of Students: 45

African American



High

93.8% graduated

Number of Students: 64

Hispanic



Very High

97.3% graduated

Number of Students: 260

Two or More Races



Very High

95.8% graduated

Number of Students: 71

Socioeconomically Disadvantaged



Very High

95.3% graduated

Number of Students: 387

White



Very High

97.9% graduated

Number of Students: 146

The breakdown of the graduation rate for the current year. In the chart, purple represents students who graduated within four years of entering high school, blue represents students who graduated in their fifth year, and the grey represents students who did not graduate. The graduation rate is used to determine the performance level (color) in the Dashboard.

African American	5-Year Graduation Rate 93.8%
English Learners	5-Year Graduation Rate 86.7%
Homeless	5-Year Graduation Rate 92.9%
Socioeconomically Disadvantaged	5-Year Graduation Rate 95.3%
White	5-Year Graduation Rate 97.9%

14 Five Year Graduates	
	5-Year Graduation Rate 96.9%
Asian	5-Year Graduation Rate 100%
Hispanic	5-Year Graduation Rate 97.3%
Two or More Races	5-Year Graduation Rate 95.8%
Students with Disabilities	5-Year Graduation Rate 72.9%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Helix selects measures that indicate whether students have access to a broad course of study. The following factors were reviewed: The following measures were selected to monitor the extent to which all students, including unduplicated student groups and individuals with exceptional needs, have access to a broad course of study: 1. Access to board-approved standards-based materials as reported in the annual board meeting regarding Sufficiency of Instructional Materials, 2. Professional Learning provided to each teacher in focus areas.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students had access to a broad course of study for grades 9-12 during the 2021-22 school year, including unduplicated student groups and students with special needs in both programs. All students had access to board-approved standards-based materials. Student learning is enhanced when teachers' understanding of standards and instructional delivery is deepened through professional learning. Professional learning was provided to effectively administer any newly adopted programs.

3. Identification of any barriers preventing access to a broad course of study for all students.

All Helix Charter High School students had access to and were enrolled in a broad course of study supported by highly skilled teachers.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Helix Charter High School will continue to ensure all students have access to and are enrolled in a broad course of study supported by highly skilled teachers.

Conditions and Climate

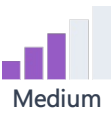
View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



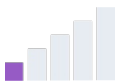
2.3% suspended at least one day

Number of Students: 2,523

Student Group Details

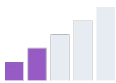
All Student Groups by Performance Level

10 Total Student Groups



Very High

No Student Groups



High

No Student Groups



Medium

African American

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



Low

Homeless



Very Low

Asian

Filipino



No Performance Level

American Indian

Foster Youth

Pacific Islander

American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Level

4.3% suspended at least one day

Number of Students: 23

African American



Medium

2.7% suspended at least one day

Number of Students: 295

English Learners



Medium

3.9% suspended at least one day

Number of Students: 129

Hispanic



Medium

2.5% suspended at least one day

Number of Students: 1,137

Two or More Races



Medium

2.7% suspended at least one day

Number of Students: 264

Socioeconomically Disadvantaged



Medium

2.6% suspended at least one day

Number of Students: 1,468

Students with Disabilities



Medium

4.6% suspended at least one day

Number of Students: 263

White



Medium

2.2% suspended at least one day

Number of Students: 638

Homeless



Low

1.3% suspended at least one day

Number of Students: 76

Asian



Very Low

0% suspended at least one day

Number of Students: 122

Filipino



Very Low

0% suspended at least one day

Number of Students: 40

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

Teacher Mis-Assignments and Vacant Teacher Positions

In June 2022, the California Department of Education released the first-ever release of statewide Teaching Assignment Monitoring Outcome (AMO) data. This information, from the 2020–21 school year, provides a snapshot, broken down by county, district, and school, that shows how teachers are authorized to teach their assigned courses based on a variety of factors, including the subject area of the course and the number of students enrolled in the course. You can access this local educational agency's Teaching AMO report at (<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=District&cde=37681303732732&year=2020-21>).

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Teacher Mis-Assignments and Vacant Teacher Positions
0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
28

Additional Comments

Of the identified facilities that did not meet "good repair" there were no extreme deficiencies found in 6/2022. All 28 have been or will be addressed by June of 2023.

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's

current strengths and progress in Building Partnerships for Student Outcomes.

Staff at Helix work to provide welcoming environments for all families in our community. Teachers, Student Support and Administrators communicate regularly with families. Grade Level Teams send out regular communication and have monthly Grade Level Coffee Talks and/or Family First parent education sessions. They also provide Back-to-School Nights twice a year to allow teachers to give an overview of the goals for that course and also share ways in which parents can partner with teachers during the year. Summer Conferences are held each year. These meetings are an opportunity for the Grade Level Team to provide specific information on academic progress, their four-year plan and social-emotional status at school. Parents are encouraged to ask questions they may have regarding what specific ways they can help support their child. Student Information Team meetings provide support for students who are not meeting expected goals or are presenting with attendance or behavior concerns. These meetings include parents and recommendations are provided to both the classroom teacher and the parent for strategies specific to the demonstrated need. Students with an Individualized Education Plan have annual meetings to review progress and review their plan. Parents are provided information specific to their legal rights and are encouraged to ask any questions they may have. Whenever needed, translators are provided to ensure parents have a clear understanding of the information being shared.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

HCHS staff has an appreciation for the importance of parent involvement. High levels of attendance at Summer Conferences, Back to School Nights, Parent Shadow Days, and other school based events, provide evidence of effectiveness in this area. All staff members place a high value on including all parents as equal partners in the education of their children. Communication plays an essential role in building and maintaining positive productive relationships between families and our school.

Helix is proud of the collaborative relationship established with our parent community. We provide a welcoming and supportive environment for students and their families. We engage in ongoing two-way dialogue with our community via parent education evenings, strategic plan development, surveys, activities on site and virtual. Our Leadership Team provides ongoing information through our In Touch phone system, monthly newsletters highlighting student learning/activities and direct communication via email. In addition, Helix regularly shares a comprehensive overview of the instructional program, student performance, large projects, and other important activities. We assist our parents in understanding academic expectations through several strategies. Summer Conferences, Monthly GLT meeting and parent education evenings provide opportunities to provide parents strategies for supporting children's academic achievement and emotional wellbeing. Information is also provided via Back-to-School Nights, Open House, and via quarterly Progress Reports of academic progress.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Stakeholders including students, parents, and staff engage in meaningful dialogue and provide input to Helix strategic planning through formal groups such as the Charter Board, Parent-Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), Helix Teachers Association (HTA), Helix Classified Association (HCA), Restructuring Committee, Department Chair Council, Leadership Team and Staff Equity Team. Parent input and involvement in the development and annual review of schoolwide objectives occurs via participation in scheduled meetings and surveys as well as focus group sessions. The strategic planning and annual goal-setting process provide opportunities to assist parents with understanding expectations of the plans and how it impact their children. Continued refinement of focus group sessions will contribute authentic stakeholder input, including students and families from underrepresented groups, and including methods for participation among families who speak a language other than English.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Helix Charter High School administered CHKS in the spring of 2022 to grades 9-12. We included the Core Module, Closing the Achievement Gap (CTAG) Module, District Afterschool Module (DASM), Mental Health Supports Module and Resilience & Youth Development Module.

An analysis of the survey's indicators is being conducted by a Student Support Task Force in Fall of 2022.

Outcome: Standard Met

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

All Students

State



Very High

76.3 points above standard

Number of Students: 537

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students

All Students

State



Very High

96.9% graduated

Number of Students: 582



High

African American



Very High

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

All Students

State



12.9 points above standard

Number of Students: 537