



LCFF Budget Overview for Parents

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

CDS Code: 37681303732732

School Year: 2024-25

LEA contact information:

Kevin Osborn

Executive Director

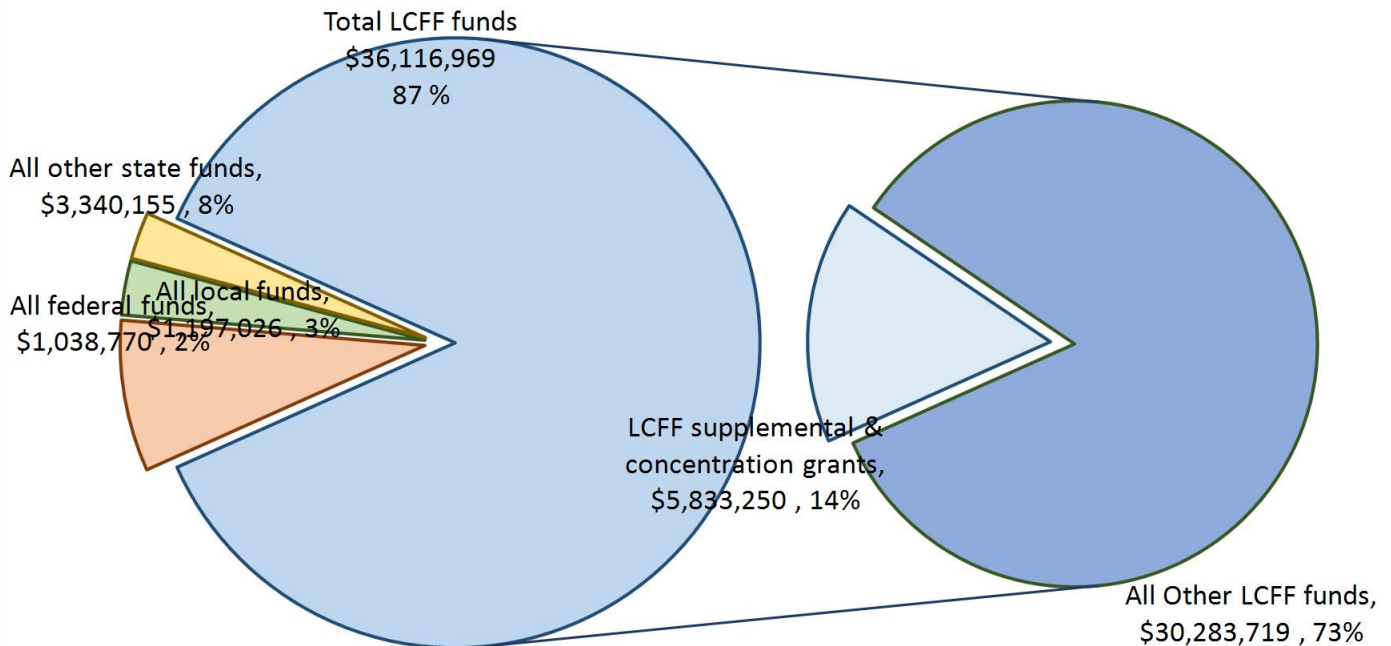
osborn@helixcharter.net

(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 2024-25 School Year

Projected Revenue by Fund Source

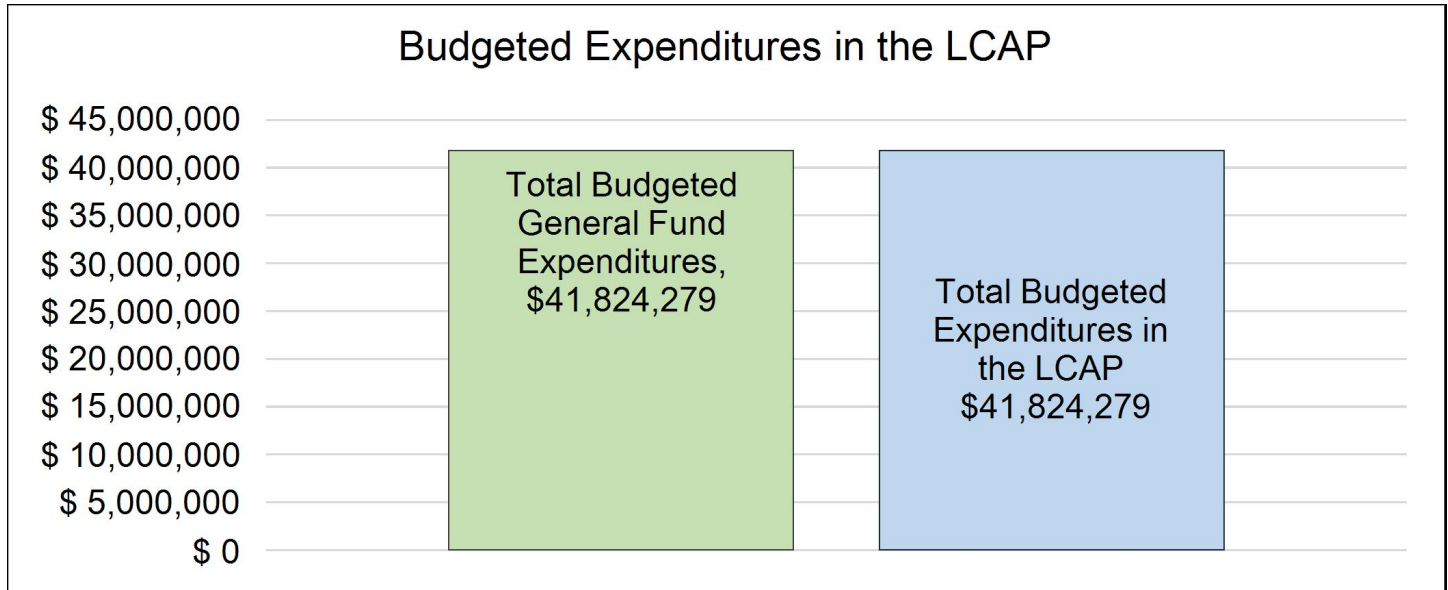


This chart shows the total general purpose revenue Helix Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Helix Charter High School is \$41,692,920, of which \$36,116,969 is Local Control Funding Formula (LCFF), \$3,340,155 is other state funds, \$1,197,026 is local funds, and \$1,038,770 is federal funds. Of the \$36,116,969 in LCFF Funds, \$5,833,250 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 2024-25. 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 \$41,824,279 for the 2024-25 school year. Of that amount, \$41,824,279 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

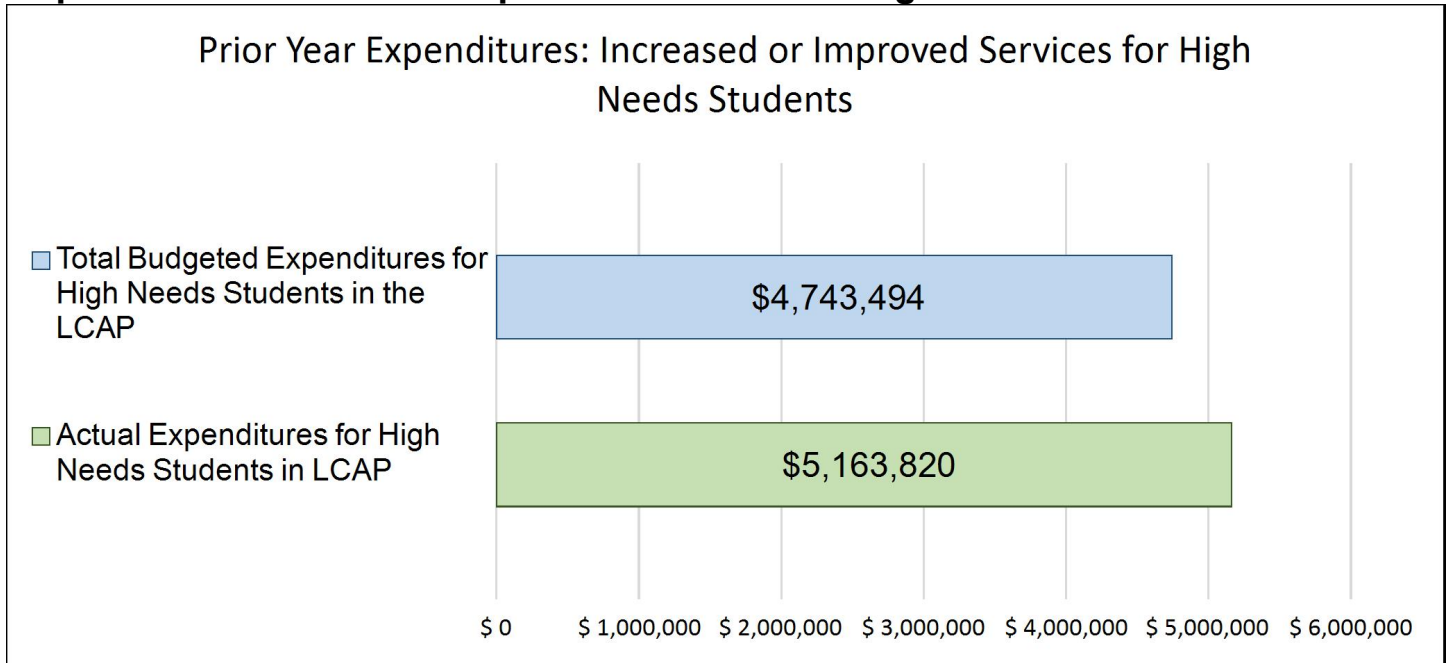
All expenses are included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Helix Charter High School is projecting it will receive \$5,833,250 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 \$6,298,480 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 2023-24



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 2023-24, Helix Charter High School's LCAP budgeted \$4,743,494 for planned actions to increase or improve services for high needs students. Helix Charter High School actually spent \$5,163,820 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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

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	2022-23 66.75% of All Grades Feel Safe-Very Safe on Campus 68% Grade 09 62% Grade 10 64% Grade 11 73% Grade 12	2023-24 73.5% of All Grades Feel Safe-Very Safe on Campus 71% Grade 09 74% Grade 10 72% Grade 11 77% Grade 12	Movement towards our baseline percentage of student feeling safe-very safe on campus.
Measure 2: Maintained staff and parents feeling school is a safe place on CHKS	2018-19 99% of staff feel HCHS is a safe place for students 99% of parents feel HCHS is a safe place for staff	21-22 98% of staff feel HCHS is a safe place for students in 88% of parents feel HCHS is a safe place for staff	2022-23 98% of staff feel HCHS is a safe place for students in 93% of parents feel HCHS is a safe place for staff	91% of staff feel HCHS is a safe place for students in Parent Survey Scheduled 6/24/24	Maintenance of recent percentage growth.
Measure 3: .5% suspension rate reduction as compared to baseline	2019-20: 2.1% **Decreased** 2018-19: 3.7% **Increased**	2021-22 2.3%	2022-23 (110 Full day Suspensions as of 2/8/23) 2.4%	2023-24 280 Full day Suspensions TBD in October 2024	Reduction of the percentage increase in subgroups and overall percent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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	3.7% African American 0.7% Asian 2.7% Hispanic or Latino 0.0% Pacific Islander 1.4% White 2.5% Two or More Races		
Measure 4: Maintain expulsion rate as compared to baseline	2019-20: 0.00% **Decreased** 2018-19: 0.04% **Decreased**	2021-22 0.0% 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	2022-23 0.0% 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	TBD in October 2024	Maintenance of less than 1%
Measure 5: 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	93.1% 2019-2020 93.2% African American 99.2% Asian 93.9% Hispanic or Latino 91.3% Pacific Islander 94.8% White	2021-22 94.3% 93.2% African American 99.2% Asian 93.9% Hispanic or Latino 91.3% Pacific Islander	2022-23 95.7% 93.2% African American 97.8% Asian 90.9% Hispanic or Latino 90.9% Pacific Islander	TBD in October 2024	Maintained growth in stability rate of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
same school without a disqualifying exit.)	93.6% Two or More Races 88.4% English Learners 86.8% Homeless 92.0% Students w/ Disabilities 92.1% SocioEconomic Disadvantaged	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	94.8% White 97.1% 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 T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's Student Leadership	2022-23 Schoolwide Assessment w/ 9th Grade 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 T.R.A.N.S. (Totally Rad And Not Sad) Saturday School	2023-24 Schoolwide Assessment w/ 9th Grade FALL GROUPS T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Anxiety Hack Your Mood Why Try SPRING GROUPS Anxiety Group Self-Esteem 12-Grade Transitions Processing Circles T.R.A.N.S. (Totally Rad And Not Sad) Saturday School Wellness Wednesday's	Expansion of intervention groups offered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Balancing Family and School	Wellness Wednesday's Student Leadership Balancing Family and School Proactive Schoolwide Awareness	Student Leadership Balancing Family and School	
Measure 7. Facilities Maintenance in Good Repair--SRM	Facilities FIT Rating: Good	2021-22 FIT Rating: Good	2022-23 FIT Rating: Good	23-24 FIT Rating: Good	Maintain Good Rating

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Students and staff support for social emotional wellness was essential to our success on campus. Post-pandemic trauma-informed care continues to be needed to bridge the return to school and mitigate learning loss. Addressing and enhancing social-emotional learning (SEL) at Helix, fostered the development of essential qualities such as empathy, self-control, and problem-solving in students. These skills are pivotal for success in school, life beyond school, and the broader world. Our SEL and school safety focus contributed to improved academic

performance, reduced bullying, positive classroom climates, stress management, healthy identity development, and responsible decision-making.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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

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 1.0% (26 Ss)	2022-23 2.3% (57 Ss)	Students with excessive attendance has decreased as we continue to meet with them across grade levels. TBD October 2024	.5%
Measure 2: Dropout Rate*	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%	2022-23 All Students: 2.7% (15 Ss) 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%	Class of 2024 thus far is “low” dropout rate TBD October 2024	.1% Reduction in All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Homeless: 8.3%		
Measure 3: Grad Rate*	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%	2022-23 All Students: 97.5% Hispanic: 98% Asian: 100% African American: 93.7% White: 98.6% Two or More: 95.7% Socioeconomically Disadvantaged: 96.3% Students w/ Disabilities: 78.3% English Learners: 85.7% Homeless: 92.9%	Class of 2024 anticipate a “high” grad TBD October 2024	.1% Increase in All Students
Measure 4: UC/CSU a-g completion rate*	2020-2021 All Students: 98.1% Hispanic: 98.1% Asian: 96.2% African American: 96.9% White: 99.1% Two or More: 98% Socioeconomically Disadvantaged: 97.6%	2021-22 All Students: 97.2% Hispanic: 95.6% Asian: 100% African American: 98.3% White: 99.2% Two or More: 96.2% Socioeconomically Disadvantaged: 96.3%	2022-23 All Students: 97.5% Hispanic: 95.1% Asian: 100% African American: 94.9% White: 97.2% Two or More: 98.5% Socioeconomically Disadvantaged: 95.6%	Class of 2024 anticipate a “high” a-g rate TBD October 2024	.1% Increase in All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/ Disabilities: 76.7% English Learners: 91.5% Homeless: 94.7%	Students w/ Disabilities: 92.7% English Learners: 88.9% Homeless: 100%	Students w/ Disabilities: 52.8% English Learners: 83.3% Homeless: 95.6%		
Measure 5: Long-term EL's* At-Risk=4-5 Years LTEL=6+years	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)	2022-23 At Risk 0.4% (3 Ss) LTEL 8.5% (58 Ss)	TBD October 2024	Continued decrease in LTELs moving forward.
Measure 6: EL Reclassification*	2020-21 EL 5.6% (138 Ss) RFEP 22.9% (566 Ss)	2021-22 EL 4.6% (113 Ss) RFEP 23.6% (580 Ss)	2022-23 EL 4.1% (103 Ss) RFEP 23.1% (580 Ss)	2023-24 EL --% (104Ss) TBD October 2024	Maintain Reclassification percentage.

Goal Analysis

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

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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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our goal-directed actions proved effective as our sustained graduation rates across campus and within our subgroups.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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

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	Teacher Misalignment TBD	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	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	100% participation in Course Selection for Enrollment
Academic Proficiency in ELA and Mathematics (CAASPP)	2018-19 78.45% ELA Standard Met or Exceeded 72.47% Math Standard Met or Exceeded 2020-21	2021-22 83.05% ELA Standard Met or Exceeded 56.98% Math Standard Met or Exceeded	2022-23 78.44% ELA Standard Met or Exceeded 58.21% Math Standard Met or Exceeded	Scheduled for April of 2024	1% Increase in All Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	NA ELA Standard Met or Exceeded NA Math Standard Met or Exceeded				
Schoolwide Graduation Rate	<p>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%</p> <p>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%</p>	<p>2021-22 All Students: 94.3% Hispanic: 92.6% Asian: 100% African American: 96.7% White: 94.7% Two or More: 96.4%</p> <p>Socioeconomically Disadvantaged: 98.6% Students w/ Disabilities: 77.4% English Learners: 71.1% Homeless: 83.3%</p>	<p>2022-23 All Students: 97.5% Hispanic: 98% Asian: 100% African American: 93.7% White: 98.6% Two or More: 95.7%</p> <p>Socioeconomically Disadvantaged: 96.3% Students w/ Disabilities: 78.3% English Learners: 85.7% Homeless: 92.9%</p>	<p>Class of 2024 is working towards a successful grad rate.</p> <p>TBD October 2024</p>	.1% Increase in each subgroup

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 97.9% Homeless: 95%				
Advanced Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken	2019-20 74% (440 Tests) 2020-21 69% (276 Tests)	2021-22 77% (392 Tests)	2022-23 73% (307 Tests)	TBD October 2024	75%
AP Excellence and Equity (Number of your school’s seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school’s seniors)	2016-17 23.0% 2020-21 19.5%	2021-22 26%	2022-23 21.3%	TBD October 2024	20%
P2 Attendance Rate	2019-20 97.03%	2021-22 Not reported due to Covid	2022-23 95.10%	TBD October 2024	96%

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our goal-directed actions proved effective as we increased CAASPP performance outcomes and sustained graduation rates within our subgroups.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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.

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	<p>2019-20 788 Dual Enrollment Completed Courses (at Helix) 37 Concurrent Enrollment (CC during school year) 32 Concurrent Enrollment (CC during summer 2018)</p> <p>2018-19 242 Dual Enrollment Completed Courses (at Helix) 44 Concurrent Enrollment (CC during school year) 127 Concurrent Enrollment (CC during summer 2017)</p>	<p>2021-22 Dual Enrollment Completed Courses (at Helix) 756 Fall;669 Spring</p> <p>46 Concurrent Enrollment (at CC) 61 Summer; 46 Fall/Spring</p>	<p>2022-23 Dual Enrollment Completed Courses (at Helix) Summer 25; Fall 795; Spring 908</p> <p>Concurrent Enrollment (at CC): Summer 60; Fall 43; Spring 45</p>	Program continues to grow and be supported by Helix families.	Maintain or increase counts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measure 2: Sub-Group UC a-g completion rate	2020-2021 All Students: 98.1% Hispanic: 98.1% Asian: 96.2% African American: 96.9% White: 99.1% Two or More: 98% Socioeconomically Disadvantaged: 97.6% Students w/ Disabilities: 76.7% English Learners: 91.5% Homeless: 94.7%	2021-22 All Students: 97.2% Hispanic: 95.6% Asian: 100% African American: 98.3% White: 99.2% Two or More: 96.2% Socioeconomically Disadvantaged: 96.3% Students w/ Disabilities: 92.7% English Learners: 88.9% Homeless: 100%	2022-23 All Students: 97.5% Hispanic: 95.1% Asian: 100% African American: 94.9% White: 97.2% Two or More: 98.5% Socioeconomically Disadvantaged: 95.6% Students w/ Disabilities: 52.8% English Learners: 83.3% Homeless: 95.6%	Covered in earlier goal	Maintain or 1% or above growth 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	2022-23 85.6% College and Career Ready	Outstanding 22-23 results.	Evaluate Initial Ranking

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions proved effective in advancing our goals during the three-year LCAP cycle, with significant growth in student participation in expanding school options. The Helix CTE program expanded its offerings and achieved improved outcomes, and we are pleased to announce that our Aspire grant has been refunded once again.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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

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	100%	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	Instituted some new tech measures, a survey to be completed in Feb of 2024	Maintain a-c
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

Goal Analysis

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.

No substantive differences in planned actions and actual implementation of these actions.

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.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective maintenance goal actions. Students were supported with one to one technology, staff were supported with upgraded wireless Screen Beam presentation and increased wireless connectivity.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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

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	2023-24 2300 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	2023-24 Maintained 5000 Observer Accounts Parent utilization increased as a result of need to see schedule, ability to report absence.	5000 Observer Accounts
Measure 3: Increase parent response to CHKS Survey to 150	Measure 3: CHKS Parent Surveys 2018-19: 750 Responses	2021-22 506 Responses	Scheduled in June of 2024	Scheduled in June of 2024	900 Responses

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

Goal Analysis

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 primary differences in planned actions include clarifications to streamline similar services and the addition of a focus on community schools partnerships.

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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions in this goal were effective as we increased parent communication and involvement in campus activities. We increased Helix outreach with community organizations as well.

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.

No anticipated changes in goals or metrics, continued refinement and analysis will continue.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023