



LCFF Budget Overview for Parents

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

CDS Code: 37681303732732

School Year: 2026-27

LEA contact information:

Elena Smith, M.Ed.

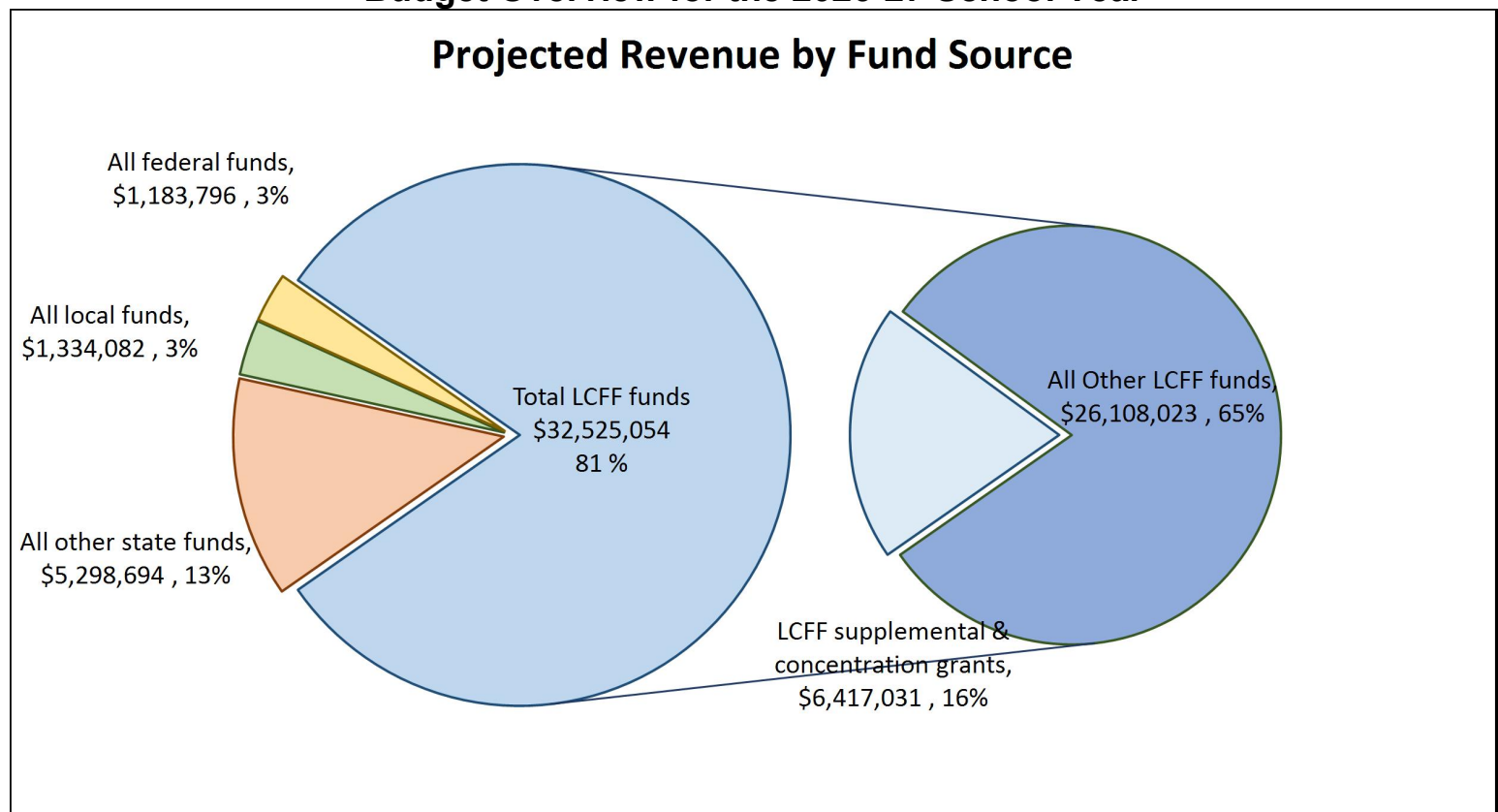
Director of Ed Services

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6196441940

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 2026-27 School Year

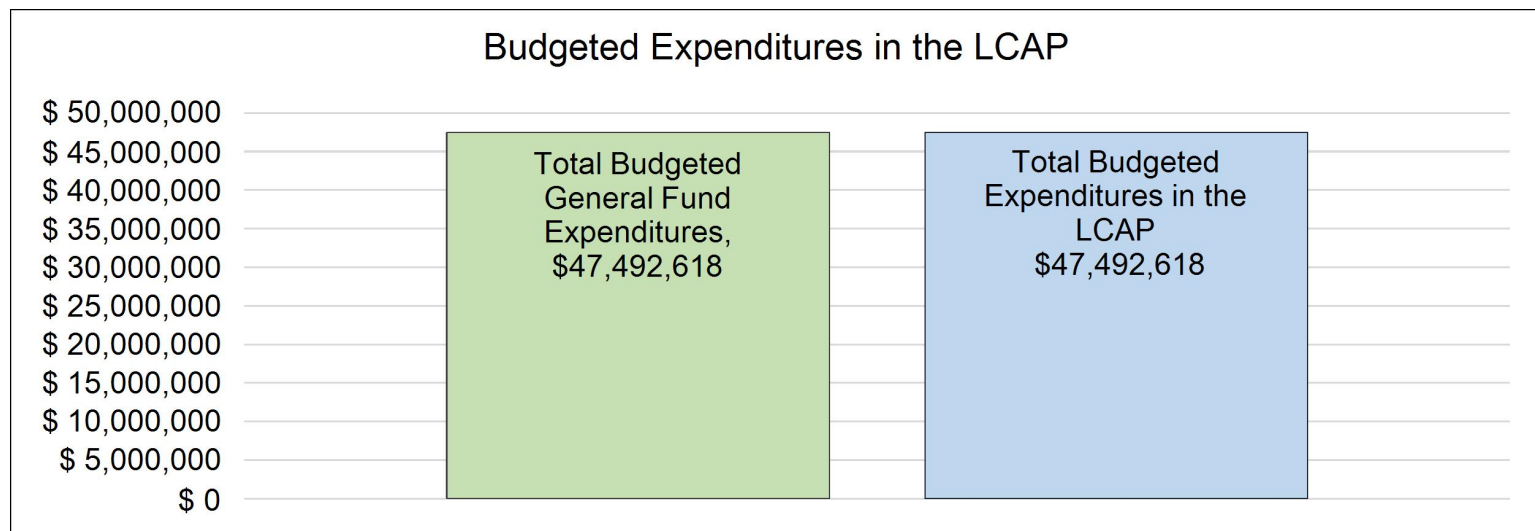


This chart shows the total general purpose revenue Helix Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Helix Charter High School is \$40,341,626, of which \$32,525,054 is Local Control Funding Formula (LCFF), \$5,298,694 is other state funds, \$1,334,082 is local funds, and \$1,183,796 is federal funds. Of the \$32,525,054 in LCFF Funds, \$6,417,031 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 2026-27. 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 \$47,492,618.00 for the 2026-27 school year. Of that amount, \$47,492,618.00 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:

For the 2026-27 School Year all General Fund Budget Expenditures are included in the LCAP

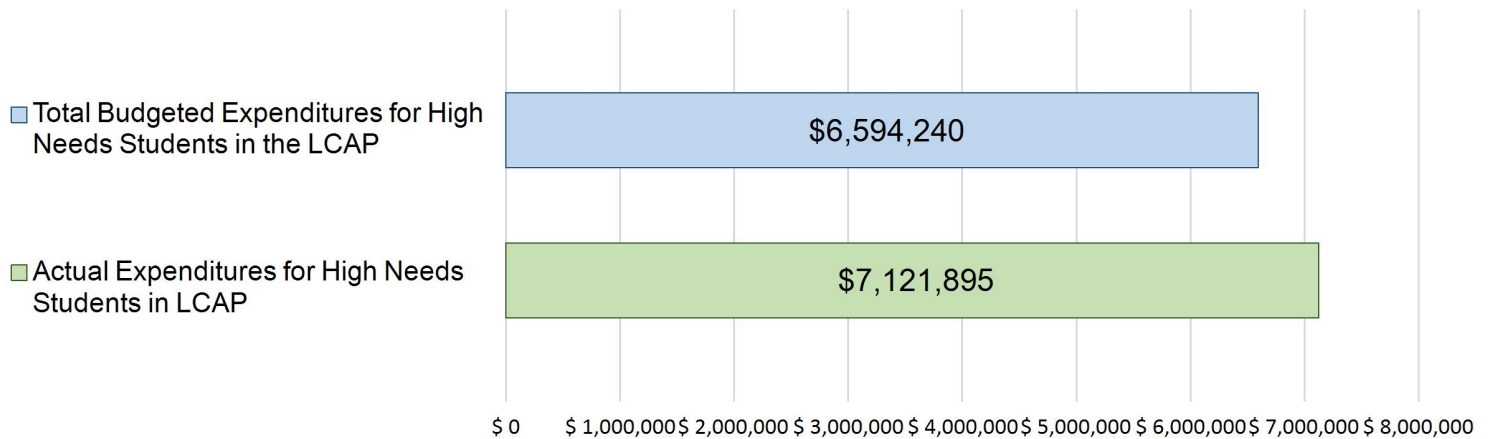
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Helix Charter High School is projecting it will receive \$6,417,031 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 \$6,594,240.00 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Helix Charter High School's LCAP budgeted \$6,594,240.00 for planned actions to increase or improve services for high needs students. Helix Charter High School actually spent \$7,121,895.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Helix Charter High School	Elena Smith, M.Ed. Director of Ed Services	esmith@helixcharter.net 6196441940

Plan Summary [2026-27]

General Information

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

Since 1952, Helix Charter High School has served as a cornerstone of the East County community, educating a diverse student population of approximately 2,600 students with the support of nearly 250 dedicated staff members. In 1997–98, Helix transitioned to a comprehensive charter high school, becoming California’s 150th charter school. Grounded in innovation, collaboration, and accountability, Helix is committed to ensuring every student reaches their academic and personal potential. Drawing students from 70–80 feeder middle schools, the school places a strong emphasis on college readiness, student support, and inclusive educational opportunities.

Helix’s mission is centered on preparing all students for success in college, career, and life through a rigorous curriculum aligned with UC/CSU A-G requirements. Students have access to a wide range of Honors, Advanced Placement, and Community College Dual Enrollment courses, as well as Career Technical Education pathways in Biotechnology, Business, Education, Environmental Sustainability, and Patient Care.

In addition to its strong academic programs, Helix offers extensive extracurricular and co-curricular opportunities designed to foster student engagement and belonging. Its athletic program, one of the largest in San Diego County, includes multiple levels of competition across a variety of sports. The school also provides robust performing arts programs and a wide range of student clubs that support diverse interests, talents, and identities.

A hallmark of the Helix experience is its comprehensive student support structure. Each graduating class is supported by a dedicated Grade Level Team consisting of a principal, two counselors, an academic advisor, and an administrative assistant. These teams work

collaboratively to provide consistent academic, social-emotional, and behavioral support throughout a student's four years at Helix. Additional before- and after-school programs further strengthen intervention and enrichment opportunities for students.

Helix's nationally recognized Academic Support program is a unique and integral component of the school's "Pyramid of Interventions." The program provides students with individualized academic support, positive role models, and meaningful connections with caring adults on campus. Academic Coaches collaborate closely with teachers, administrators, the Wellness Center, and families to ensure students develop the skills and resources necessary for success and graduation. Students also receive ongoing instruction in time management, organization, goal setting, prioritization, and accountability through the use of digital planning tools and structured support systems.

The school's greatest strength lies in its rich demographic diversity. During the 2025–26 school year, Hispanic or Latino students represented the largest subgroup at 47.3%, alongside White, African American, Asian, and other racial and ethnic groups. Helix proudly serves a student population in which approximately 67% of students are identified as economically disadvantaged, while also supporting many first-generation college-bound students through targeted programs and resources.

Through the flexibility afforded by its charter status, Helix continues to pioneer innovative educational programming while maintaining high standards of accountability and achievement. The school has earned a six-year accreditation through the Western Association of Schools and Colleges (WASC) and was recognized with the National Blue Ribbon Award in 2022 for outstanding performance on state and national assessments. Helix remains committed to continuous improvement, closing achievement gaps, and supporting the holistic development of every student.

Reflections: Annual Performance

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

Based on the 2025 California Dashboard performance indicators, Helix Charter High School continues to demonstrate exceptional outcomes in academic achievement, college and career readiness, and equitable student success. The school takes particular pride in the consistent growth and high levels of achievement across nearly all student groups, significantly outperforming state averages in multiple measures.

GRADUATION RATE

Helix achieved an outstanding 98.4% graduation rate during the 2024–25 school year, far exceeding the California state average of 88.7%. Most notably, graduation rates increased across all student subgroups, reflecting the school's commitment to ensuring every student is supported toward successful completion of high school.

Graduation rates by subgroup included:

- * 100% African American students
- * 100% Asian students
- * 97.6% Hispanic students
- * 98.6% White students
- * 98.4% Two or More Races
- * 98.4% Socioeconomically Disadvantaged students

- * 97.1% English Learners
- * 96.4% Homeless students
- * 87.9% Students with Disabilities

These results highlight Helix's strong systems of intervention, personalized support structures, and dedication to equitable outcomes for all learners.

COLLEGE AND CAREER READINESS

Helix students continue to graduate well prepared for life beyond high school. In 2024–25, 90.2% of students met the College and Career Ready indicator, showing continued growth from prior years and dramatically surpassing the statewide average of 51.7%. This reflects the strength of Helix's rigorous academic programs, Career Technical Education pathways, Dual Enrollment opportunities, and comprehensive student support systems.

UC/CSU A-G COMPLETION

Helix also maintained exceptionally high levels of college eligibility, with **94.8% of graduates completing the UC/CSU A-G requirements**, compared to the statewide average of **50.6%**. This sustained success demonstrates the school's unwavering focus on college access and academic rigor for all students.

ACADEMIC ACHIEVEMENT

Student performance on state assessments continues to reflect strong academic growth and achievement:

- * In English Language Arts, Helix students scored 83.3 points above standard, compared to the statewide average of 8.1 points below standard.
- * In Mathematics, students scored 42.1 points above standard, while the statewide average was 42.4 points below standard.

These results underscore Helix's commitment to high-quality instruction, strong intervention systems, and continuous improvement in student learning outcomes.

ENGLISH LEARNER PROGRESS

Helix remains deeply committed to supporting multilingual learners. During the 2024–25 school year, 65.3% of English Learners made progress toward English language proficiency, substantially exceeding the statewide average of 46.4%.

Overall, these outcomes reflect Helix Charter High School's continued commitment to academic excellence, equity, and preparing all students for success in college, career, and life. Through rigorous academics, innovative programming, and comprehensive student support systems, Helix continues to produce results that significantly outperform state averages while fostering success across all student groups.

In 2025-2026, Helix received the following educational recognition:

California Distinguished School

Best Communities for Music Education

A+ Niche Rating

Voice of San Diego Acorn Awards - Overall Top Performer, Staying the Course, Top Performing High School

Power100 Champion School

Reflections: Technical Assistance

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

N/A

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Helix Staff and Leadership Team	Embedding LCAP Discussions in Existing Meetings: • LCAP information was incorporated into regular meetings and gatherings, allowing widespread participation and commentary from all groups involved. • The Executive Director and Grade Level Principal on Special Assignment presented LCAP updates and facilitated discussions in community meetings.
Decision-Making Bodies:	• Administration, Charter Board, Department Chair Council, and Restructuring Committee: These groups reviewed LCAP goals, metrics, and Dashboard data within their meetings. • Charter Board Meetings: Included opportunities for feedback on LCAP goals and action items. • Bargaining Unit Meetings, PTSA, and English Learner Program Development Meetings: Additional platforms for stakeholders to participate and comment on the LCAP.
Student Input:	• Surveys, ASB Discussions, and Student Equity Advisory Meetings: These methods were used to gather insights from students, ensuring their perspectives were included in the LCAP development process.
Feedback Sessions:	• Sessions involved a comprehensive review of the Local Control Funding Formula (LCFF), the purpose of the LCAP, and an analysis of program demographics and data. • Participants assessed the effectiveness of the current LCAP's goals and action items • Translators were available to facilitate engagement and feedback from all student and educational partner groups.

Educational Partner(s)	Process for Engagement
Public Participation Timeline:	- Public Hearing Date: May 27, 2026 (First Read) - Public Comment Period: May 27 through June 29, 2026

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

Summary of Educational Partner Concerns and Feedback Through the educational partner engagement process, stakeholders at Helix Charter High School shared valuable feedback regarding both the ongoing strengths of the school and the continuing needs of students in the post-pandemic environment. Educational partners consistently emphasized the lasting impact of the COVID-19 school shutdowns, student trauma associated with the pandemic, and the broader social and racial tensions experienced nationally over the past several years. Across stakeholder groups, there was strong consensus that supporting students’ social-emotional well-being remains essential to academic success and long-term engagement in school. Educational partners highlighted the importance of maintaining a safe, inclusive, and equitable school environment while continuing to strengthen academic rigor, student support systems, and opportunities for meaningful student engagement. Parent Feedback Parents emphasized the importance of maintaining a safe school environment and expressed appreciation for the school’s continued focus on student well-being. Families also advocated for expanded Career Technical Education (CTE) pathways and increased access to real-world learning experiences that prepare students for college and careers. Additional feedback included the desire for stronger parent and student voice in school decision-making processes and the continued effective integration of technology to support student learning. English Learner Advisory Committee (ELAC) Feedback The English Learner Advisory Committee identified the need for continued and expanded support for English Learners, particularly through targeted academic interventions and language development opportunities. ELAC members also stressed the importance of maintaining strong communication between school and home to ensure families remain informed, connected, and supported throughout their student’s educational experience. Student Feedback Students expressed the importance of being heard and having meaningful opportunities to provide input regarding their educational experience. Student feedback emphasized school safety, equity practices, and the continued need for social-emotional supports. Students also identified the value of strong relationships with trusted adults on campus and programs that foster belonging, connection, and engagement.
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Classified and Certificated Bargaining Unit Feedback

Classified and certificated bargaining units identified workload concerns and emphasized the importance of continued professional development opportunities for staff. Stakeholders also highlighted the need to prioritize staff wellness and support systems in order to sustain a healthy and effective school environment for both employees and students.

Teacher and Classified Staff Feedback

Teachers and classified staff reinforced the importance of balancing rigorous academic expectations with strong social-emotional supports for students. Staff also identified school safety, attendance improvement, and student engagement as ongoing priorities. Feedback reflected a continued commitment to providing high-quality instruction while addressing the evolving academic and emotional needs of students.

Administrative Feedback

Administration emphasized the importance of maintaining a safe and positive school culture that promotes learning, growth, and connection for all students. Key areas of focus included continuing equity work across campus, strengthening supports for at-risk students, improving attendance, and enhancing student engagement. Administrators also identified the need for ongoing improvements to classroom audiovisual infrastructure and initiatives that strengthen school spirit, culture, and morale among students and staff.

Influence on the 2025–26 LCAP

Educational partner feedback played a critical role in shaping and refining the priorities and actions included in the 2025–26 Local Control and Accountability Plan (LCAP). As a result of stakeholder input, the following areas were prioritized:

Social-Emotional Supports

The LCAP includes targeted actions and intervention supports designed to strengthen students' social-emotional well-being, increase access to mental health resources, and provide additional support for students experiencing academic or personal challenges.

Equity Practices

Helix remains committed to ongoing reflection and improvement of equity practices across campus. The LCAP prioritizes equitable student access, inclusive classroom practices, and continued efforts to ensure all students feel safe, valued, and supported within the learning environment.

Academic Supports and Student Engagement

The school continues to prioritize rigorous academic programming while implementing targeted interventions to address learning gaps and improve student engagement. Additional strategies focused on improving attendance and strengthening academic support systems were incorporated into the plan.

School Safety

Educational partner feedback reinforced the importance of maintaining a safe and secure campus environment. The LCAP continues to support initiatives and resources aimed at strengthening school safety, student supervision, and positive school climate practices.

Parent and Student Voice

The plan includes expanded opportunities for parent and student involvement in school decision-making processes. Increased access to leadership opportunities, feedback structures, and real-world learning experiences through CTE programs were identified as important priorities.

Technology and Infrastructure

Feedback from stakeholders supported continued investment in technology and classroom infrastructure, including enhancements to audiovisual systems and instructional technology tools that improve teaching, learning, communication, and student engagement.

School Spirit and Culture

The LCAP also prioritizes initiatives that strengthen school culture, student connectedness, and staff morale. Efforts to build school spirit, foster belonging, and create positive shared experiences for students and staff remain an important component of the school's ongoing work.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop a Safe and Supportive Environment that Supports Social Emotional Wellness, Good Citizenship, and a Healthy Lifestyle Objectives: 1. Enhance Social Emotional Wellness: • Provide comprehensive mental health services. • Implement school-wide programs promoting emotional well-being. • Ensure easy access to counseling and support resources. 2. Promote Good Citizenship: • Integrate character education programs into the curriculum. • Foster a culture of respect, responsibility, and community involvement. • Encourage student participation in community service projects and leadership opportunities. 3. Encourage a Healthy Lifestyle: • Promote physical health through sports and physical education programs. • Educate students on nutrition and healthy lifestyle choices. • Provide resources and programs that support overall student well-being. By focusing on these objectives and strategies, Helix Charter High School aims to create an environment where students feel safe, supported, and empowered to thrive both academically and personally.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students and staff support for social emotional wellness is 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 focus on building a bridge to external supports, implementing in-house proactive supports, and raising schoolwide awareness of social emotional wellness. Addressing and enhancing social-emotional learning (SEL) at Helix, will foster 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. SEL will also contribute to improved academic performance, reduced bullying, positive classroom climates, stress management, healthy identity development, and responsible decision-making. SEL skills will complement and enhance academic achievement by fostering a more engaged and motivated student body.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Improvement from baseline of School Climate Index -- Perceived School Safety Percentage	2023-24 WestEd 73.5% of All Grades Feel Safe-Very Safe on Campus 71% Grade 09 74% Grade 10 72% Grade 11 77% Grade 12	2024-25 WestEd 73.5% of All Grades Feel Safe-Very Safe on Campus 75% Grade 09 68% Grade 10 75% Grade 11 77% Grade 12		2026-27 WestEd 75% of All Grades Feel Safe-Very Safe on Campus	Overall student perceptions of feeling safe or very safe on campus remained stable at 73.5%. Improvements were seen among 9th-grade students (+4%) and 11th-grade students (+3%), while 12th-grade perceptions remained consistent. Grade 10 students reported a decrease of 6 percentage points, indicating an area for continued focus and support in school climate and student connectedness efforts.
1.2	Maintained staff and parents feeling school is a safe place on CHKS	2023-24 WestEd	2024-25 WestEd 100% of staff feel		2026-27 WestEd 100% of staff feel HCHS is a safe	Perceptions of school safety among staff showed significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% of staff feel HCHS is a safe place for students in TBD of parents feel HCHS is a safe place for staff	HCHS is a safe place for students 98% of parents feel HCHS is a safe place for students		place for students in 95% of parents feel HCHS is a safe place for staff	improvement during the 2024–25 school year, increasing from 91% to 100% of staff reporting that Helix Charter High School is a safe place for students. Parent perception data for 2024–25 was also exceptionally strong, with 98% of parents reporting that HCHS is a safe place for students. A comparison to the prior year baseline for parents is not available at this time.
1.3	Suspension Rate	2022-23 DataQuest 2.4% 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	2023-24 DataQuest 6.2% 9.7% African American 1.6% Asian 7.0% Hispanic or Latino 5.3% Pacific Islander 4.4% White	2024-25 DataQuest 1.9% 2.9% African American 1.6% Asian 2.0% Hispanic or Latino 6.7% Pacific Islander 0.8% White 2.5% Two or More	2026-27 DataQuest 2%	Suspension rates significantly decreased across nearly all student groups during the 2024–25 school year, reflecting continued progress in school climate, restorative practices, and student support systems. Overall suspension rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.6% Two or More Races 13.8% English Learners 9.7% Homeless 13.8% Students w/ Disabilities 7.0% SocioEconomic Disadvantaged	Races 1.9% English Learners 1.6% Homeless 4.6% Students w/ Disabilities 4.6% SocioEconomic Disadvantaged		declined from 6.2% to 1.9%, a reduction of 4.3 percentage points. Notable decreases were seen among: English Learners (-11.9%) Students with Disabilities (-9.2%) Homeless students (-8.1%) African American students (-6.8%) Hispanic or Latino students (-5.0%) Asian student suspension rates remained stable, while Pacific Islander students experienced an increase of 1.4 percentage points, identifying an area for continued monitoring and targeted support. Overall, the data reflects meaningful progress toward equitable disciplinary practices and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improved student outcomes across multiple student groups.CalPads and Dataquest.
1.4	Expulsion Rate	2022-23 DataQuest 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	2023-24 DataQuest 0.3% 0.3% African American 0.8% Asian 0.4% Hispanic or Latino 0.0% Pacific Islander 0.3% White 0.0% Two or More Races 0.0% English Learners 0.0% Homeless 1.5% Students w/ Disabilities 0.3% SocioEconomic Disadvantaged	2024-25 DataQuest 0.1% 0.0% African American 0.0% Asian 0.2% Hispanic or Latino 0.0% Pacific Islander 0.0% White 0.0% Two or More Races 0.0% English Learners 0.0% Homeless 0.0% Students w/ Disabilities 0.0% SocioEconomic Disadvantaged	2026-27 DataQuest 0.0%	Difference from Expulsion rates remained extremely low during the 2024–25 school year and decreased overall from 0.3% to 0.1%, reflecting continued progress in preventative interventions, restorative practices, and student support systems. Several student groups experienced reductions to zero expulsions, including African American, Asian, White, Students with Disabilities, and Socioeconomically Disadvantaged students. Hispanic or Latino students also demonstrated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improvement, decreasing from 0.4% to 0.2%. Overall, the data reflects Helix Charter High School's continued commitment to maintaining a positive school climate, providing early intervention supports, and implementing equitable disciplinary practices that keep students engaged and connected to school.
1.5	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 same school without a disqualifying exit.)	2022-23 DataQuest 95.7% 93.2% African American 97.8% Asian 90.9% Hispanic or Latino 90.9% Pacific Islander 94.8% White 97.1% Two or More Races 91.5% English Learners 97.4% Homeless	2023-24 DataQuest 95.0% 92.0% African American 97.6% Asian 94.7% Hispanic or Latino 100% Pacific Islander 95.3% White 97.5% Two or More Races	2024-25 DataQuest 95.0% 96.4% African American 96.7% Asian 94.5% Hispanic or Latino 86.7% Pacific Islander 95.8% White 95.9% Two or More Races	2026-27 DataQuest 97%	Overall stability rates for the 2024–25 school year remained stable at 95.0%, demonstrating continued consistency in student attendance across the school community. Several student groups showed positive gains, most notably

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.0% Students w/ Disabilities 94.4% SocioEconomic Disadvantaged	89.4% English Learners 88.9% Homeless 93.4% Students w/ Disabilities 94.5% SocioEconomic Disadvantaged	86.8% English Learners 82.3% Homeless 91.1% Students w/ Disabilities 94.3% SocioEconomic Disadvantaged		African American students, whose attendance rate increased by 4.4 percentage points, and White students, who demonstrated a slight increase of 0.5 percentage points.Homeless.
1.6	Facilities Maintenance in Good Repair	2022-23 FIT Rating Good	2023-24 FIT Rating Good	2024-25 FIT Rating Good	2026-27 FIT Rating Good	Maintained Good Rating

Goal Analysis [2025-26]

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

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

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.

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

Overall, the actions and services connected to Goal 1 have been effective in maintaining a safe, supportive, and inclusive school environment. Data from WestEd surveys and DataQuest indicators show positive outcomes in school safety, student support, graduation rates, and reductions in disciplinary actions. While some student groups continue to need targeted support, the overall data reflects strong progress toward this goal.

01.01 – Grade Level Team Support

Grade Level Teams continue to provide effective academic, attendance, behavioral, and social-emotional support for students and families. Their work has contributed to strong student outcomes, including a 98.4% graduation rate and stable overall attendance at 95.0%.

01.02 – Wellness Center Program

The Wellness Center Program has continued to effectively support students' social-emotional and mental health needs. Educational partner feedback emphasized the importance of these services, and significant decreases in suspension rates (6.2% to 1.9%) and expulsion rates (0.3% to 0.1%) reflect positive impacts of intervention and restorative support systems.

01.03 – School Safety

School safety efforts have remained highly effective. In the 2024–25 WestEd survey, 100% of staff and 98% of parents reported that Helix is a safe place for students. Student perceptions of safety remained stable overall, with improvements among 9th- and 11th-grade students.

01.04 – Positive School Culture

Efforts to strengthen school culture, belonging, and student voice continue to positively impact students. Strong graduation rates, improved discipline data, and positive safety perceptions indicate continued progress in building an inclusive and supportive campus environment.

01.05 – School Facilities – Grounds/Maintenance/Custodial

Maintaining clean, safe, and well-kept facilities continues to support a positive learning environment. Feedback from educational partners reinforced the importance of campus safety and school appearance in supporting student and staff well-being.

01.06 – Green Schools & Sustainability Initiatives

Sustainability initiatives continue to support student engagement, school pride, and environmental awareness. These programs provide students with opportunities for involvement and real-world learning experiences.

01.07 – Co-Curricular & Extra Supports

Athletics, clubs, performing arts, and additional student supports continue to strengthen student engagement and connectedness. These opportunities contribute to positive school culture and support overall student success.

Overall, Goal 1 actions have been effective in supporting a safe and supportive environment for students. Strong graduation rates, positive safety perception data, and significant reductions in suspensions and expulsions demonstrate meaningful progress. Continued focus will remain on attendance, student connectedness, and targeted support for student groups needing additional intervention.

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

Based on analysis of 2024–25 outcomes, educational partner feedback, and schoolwide performance data, several refinements were made to Goal 1 (Safe and Supportive Environment) for the coming year. Overall, changes are targeted and designed to strengthen student connectedness, address subgroup disparities, and sustain strong safety and discipline outcomes.

01.01 Grade Level Team Support

Strengthened focus on early identification of attendance, behavior, and engagement concerns, with increased monitoring of at-risk student groups and more consistent intervention tracking.

01.02 Wellness Center Program

Expanded proactive social-emotional supports, particularly for students experiencing attendance challenges, trauma, or increased need for mental health services. Coordination with Grade Level Teams has been strengthened.

01.03 School Safety

Core safety systems were maintained, with increased focus on improving student perception of safety, especially at Grade 10, to ensure consistent experiences across all grade levels.

01.04 Positive School Culture

Increased emphasis on student voice, belonging, and engagement strategies to address differences in attendance and connectedness among student groups.

01.05 School Facilities

Continued focus on maintaining safe, clean, and welcoming campus conditions. This includes a strengthened Furniture Maintenance Plan, ensuring timely repair, replacement, and upkeep of classroom and common-area furnishings to support student safety, comfort, and an optimal learning environment.

01.06 Green Schools & Sustainability

Continued without major revision, with ongoing integration into student engagement, leadership, and campus pride initiatives.

01.07 Co-Curricular & Extra Supports

Expanded efforts to increase equitable access and participation in extracurricular programs, particularly for student groups showing lower attendance and engagement indicators.

Overall, changes to Goal 1 are targeted and responsive to data trends rather than structural redesign. The focus remains on maintaining strong outcomes in safety, graduation, and discipline while improving consistency across student groups. Key refinements include strengthened intervention systems, increased attention to attendance disparities, enhanced student engagement efforts, and continued investment in campus conditions—specifically including a sustained Furniture Maintenance Plan to ensure safe and functional learning environments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Team Support	At Helix, Grade Level Teams (GLTs) comprising a Grade Level Principal, Counselor, Social Worker, Academic Advisor, Administrative Assistant, and Attendance Clerk work with students from grades 9-12, offering a continuous support structure and a consistent point of contact for families. This model enhances several key aspects of the school environment: 1. Holistic Student Support with Comprehensive Guidance & Coordinated Interventions With dedicated grade level counselors and social workers, students receive tailored support addressing academic, social, and emotional needs. Teams can develop and implement intervention plans collaboratively, ensuring students receive the help they need in a timely and effective manner. 2. Consistency and Continuity building Stable Relationships & Ongoing Monitoring Students and families benefit from consistent relationships with team members throughout the high school journey, fostering trust and better communication. Teams can track student progress over multiple years, allowing for early identification of issues and consistent support strategies. 3. Enhanced Communication with a Single Point of Contact & Streamlined Information Flow Families have a go-to team familiar with their child's history, making communication more efficient and effective. Coordination among team members ensures that critical information about students is shared promptly and appropriately. 4. Tailored Academic Support allowing for Individualized Advising & Focused Attention Academic advisors can provide personalized guidance on course selection, college preparation, and career planning based on a deep understanding of each student's strengths and aspirations. Each grade level team can address the specific developmental and academic needs of students in that grade, from transitioning into high school in grade 9 to preparing for graduation in grade 12.	\$3,088,058.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Effective Attendance Management with Proactive Monitoring & Personalized Follow-Up Attendance clerks can closely monitor attendance patterns, quickly identifying and addressing issues to prevent chronic absenteeism. Teams can implement personalized follow-up strategies for students with attendance issues, involving counselors and social workers as needed. 6. Administrative Efficiency with Dedicated Support and Organized Coordination Administrative assistants can handle logistical tasks and communications, freeing up educators to focus on direct student support. Grade Level Principals oversee team efforts, ensuring alignment with school-wide goals and policies. By leveraging the strengths of a diverse team of professionals, Helix's Grade Level Teams can provide a robust, consistent support system that addresses the comprehensive needs of students and enhances their overall educational experience.		
1.2	Wellness Center Program	Staffing: Our team consists of 4 Full-Time Equivalents (FTEs) dedicated to Counseling and Social Work Support. Office Assistant for front office management. Department Budget: Allocated for materials, program implementation, and ongoing support to ensure the effectiveness of our wellness initiatives. Schoolwide Wellness Assessment: We conduct regular assessments to gauge the overall wellness of our student body and identify areas for improvement. CTK - Apricot Select: We utilize this software for meticulous record-keeping and to meet our data management needs efficiently.	\$722,029.00	Yes
1.3	School Safety	School Safety Overview The safety of our campus is essential to providing education to our	\$1,143,269.00	No

Action #	Title	Description	Total Funds	Contributing
		students. The Helix School Safety Department is dedicated to ensuring a secure environment through comprehensive measures and proactive strategies. Key Components of Our School Safety Department: 1. Manager of Campus Safety: • Oversees all safety operations and ensures compliance with safety regulations. • Coordinates with local law enforcement and emergency services. • Develops and implements safety policies and procedures. 2. Campus Supervisors: • Monitor daily activities to maintain a safe and orderly environment. • Assist in conflict resolution and provide support during emergencies. • Conduct regular safety drills and checks. 3. Professional Development: • Provides ongoing training for staff on safety protocols and emergency response. • Conducts workshops and seminars to keep the community informed and prepared. • Implements best practices in school safety and security. 4. Event Security & Safety Needs: • Ensures all school events are safe and secure. • Coordinates security measures for large gatherings and special occasions. • Implements crowd management strategies and emergency plans for events. Together, these elements form a robust framework to protect our students, staff, and visitors, fostering a safe and conducive learning environment.		
1.4	Positive School Culture	A positive school culture is indeed crucial as it significantly influences the success and well-being of students, teachers, and the broader school	\$309,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community. Here are examples of programs that can be implemented to foster a positive school culture: Link Crew: • Objective: To help incoming freshmen transition smoothly into high school by pairing them with upperclassmen who serve as mentors. • Activities: Orientation days, team-building activities, and regular check-ins. Student 2 Student Organization (S2S): • Objective: To support new students, particularly those who are military-connected, in adjusting to their new school environment. • Activities: Welcome committees, buddy systems, and social events. Scottie Pride Day: • Objective: To promote school spirit and unity among students and staff. • Activities: School-wide events such as assemblies, pep rallies, and community service projects. Upper Grade/Mid Year Transfer Student Services: • Objective: To provide resources and support for students who transfer into the school mid-year. • Activities: Orientation sessions, peer mentoring, and academic counseling. School Climate/Culture Training & Implementation of Restorative Practices (Scottie Restore): • Objective: To create a more supportive and respectful school environment through restorative justice practices. • Activities: Training for staff and students on conflict resolution, restorative circles, and mediation sessions. Staff and Student Recognition: • Honor Roll:		

Action #	Title	Description	Total Funds	Contributing
		- Objective*: To acknowledge academic excellence among students. - Activities: Awards ceremonies, certificates, and public recognition. - Perfect Attendance: - Objective: To encourage and reward consistent school attendance. - Activities: Certificates, incentives, and special events. - Platinum at Graduation**: - Objective: To honor students who have excelled throughout their high school career. - Activities: Special cords or stoles at graduation, plaques, and scholarships. Dads Achieving Daily for Students (D.A.D.S.): - Objective: To increase male role model presence and involvement in the school community. - Activities: Volunteer opportunities, mentoring programs, and school event support. These programs, when effectively implemented, contribute to a nurturing and inclusive school environment where every member of the school community feels valued and supported.		
1.5	School Facilities - Grounds/Maintenance/Custodial	1. Ensure the school grounds, buildings, and facilities are maintained to the highest standards for a safe, clean, and conducive learning environment. Oversight Actions: - Regular inspections to ensure cleanliness and maintenance standards are met. - Maintenance logs and records to track repairs and upkeep. - Feedback system for staff and students to report issues. - Custodial Staff: - Daily cleaning and sanitization of classrooms, restrooms, hallways, and common areas. - Regular trash removal and recycling. - Floor care including sweeping, mopping, and vacuuming. - Restocking supplies in restrooms and other facilities.	\$4,535,355.00	No

Action #	Title	Description	Total Funds	Contributing
		• Maintenance Staff: • Routine maintenance of HVAC systems, plumbing, electrical systems, and lighting. • General repairs (e.g., fixing broken windows, doors, furniture). • Groundskeeping including lawn care, landscaping, and snow removal. • Preventive maintenance schedules to avoid major repairs. 2. Plan and implement continuous improvements to school facilities to enhance the educational environment. Key Areas: • Facility Improvements: • Renovation of classrooms, laboratories, and common areas. • Updating technology infrastructure (e.g., Wi-Fi, smart boards). • Enhancing accessibility features for students with disabilities. 3. Manage deferred maintenance to ensure that critical repairs and updates are addressed in a timely manner to prevent deterioration of school facilities. Strategies: • Annual Review: • Conduct an annual review of deferred maintenance items. • Prioritize items based on safety, impact on operations, and cost. • Planning and Budgeting: • Allocate budget for high-priority deferred maintenance. • Develop a multi-year plan to address lower-priority items. • Desk Maintenance Plan • Remove Unusable Desks: Coordinate with the district to identify and remove broken, unfixable, or connected desks, and confirm ownership and removal procedures.		

Action #	Title	Description	Total Funds	Contributing
		• Inventory and Repurpose: Take stock of surplus functional desks that can be used to replace broken ones and ensure all classrooms are adequately equipped. • Standardize Desk Models: Collaborate with department chairs to select a uniform desk and chair model for future purchases. • Order and Label New Desks: Determine the number of desks needed, place orders to ensure timely delivery, and label all new furniture as school property. • Maintain and Replace Routinely: Implement a reporting and replacement system where broken desks are labeled, reported, replaced regularly, and unfixable desks are removed from campus.		
1.6	Green Schools & Sustainability Initiatives	Helix Green Schools & Sustainability Initiatives, which aim to promote environmental sustainability and responsible energy use within our schools. The key components of this initiative include: Cost of Solar Generation: This involves the financial investment required to implement solar energy systems across our school campuses. By harnessing solar power, we aim to reduce our carbon footprint and achieve long-term savings on energy costs. 0.25 FTE Sustainability Coordinator: To support and manage our sustainability efforts, we are allocating a 0.25 Full-Time Equivalent (FTE) position for a Sustainability Coordinator. This individual will oversee the planning, execution, and monitoring of various sustainability projects and initiatives. Additional Implementation Costs: These are the costs associated with the execution of sustainability initiatives beyond solar generation. This may include costs for educational programs, eco-friendly infrastructure improvements, and other sustainability-related projects.	\$365,675.00	

Action #	Title	Description	Total Funds	Contributing
1.7	Co-Curricular & Extra Supports	As we continue to prioritize the holistic development of our students at Helix High School, we place high importance of our Co-Curricular and Extra Support Programs in fostering social-emotional wellness, promoting good citizenship, and encouraging healthy lifestyles among our student body. Our commitment to these programs is evident in our robust services across various domains: Athletic Program: Staff: Dedicated coaches and trainers who mentor and guide our student-athletes. Supplies: Equipment and resources necessary for training and competition. Transportation: Ensuring safe and reliable travel to and from events. Performing Arts Program: Staff: Experienced instructors who nurture artistic talent and creativity. Supplies: Instruments, costumes, and other materials crucial for performances. Transportation: Facilitating logistical needs for rehearsals and performances. Academic League Program: Staff: Educators who support intellectual growth through academic competitions. Supplies: Study materials and resources for enhancing academic prowess. Transportation: Arrangements for travel to competitions and events. These programs play a pivotal role in enriching our students' educational experience beyond the classroom. By participating in these activities, students not only develop valuable skills and knowledge but also cultivate teamwork, discipline, and leadership qualities.	\$2,034,323.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Closing the Achievement Gap through Equity, Effective Collaboration, and Innovative Practices To close the achievement gap by prioritizing equity, fostering effective collaboration among all stakeholders, and implementing innovative educational practices. This goal aims to ensure that all students, regardless of their background, have access to high-quality education and the support they need to succeed academically and personally.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Grad Rate	2022-23 DataQuest 97.5% All Students	2023-24 DataQuest	2024-25 DataQuest	2026-27 DataQuest	Graduation outcomes remain exceptionally

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		93.7% African American 100% Asian 98.0% Hispanic 98.6% White 95.7% Two or More 96.3% Socioeconomically Disadvantaged 78.3% Students w/ Disabilities 85.7% English Learners 92.9% Homeless	97.4% All Students 98.5% African American 97.4% Asian 97.7% Hispanic 95.3% White 98.2% Two or More 97.5% Socioeconomically Disadvantaged 82.2% Students w/ Disabilities 97.9% English Learners 89.5% Homeless	98.4% All Students 100% African American 100% Asian 97.6% Hispanic 98.6% White 98.4% Two or More 98.4% Socioeconomically Disadvantaged 87.9% Students w/ Disabilities 97.1% English Learners 96.4% Homeless	All Students: 98%	strong across all student groups, with overall rates increasing and most subgroups either improving or maintaining high performance. The data reflects the effectiveness of coordinated support systems, including Grade Level Teams, academic interventions, and social-emotional supports. Continued focus will be placed on maintaining these high outcomes while ensuring sustained growth for Students with Disabilities and other high-need student populations.
2.2	UC/CSU a-g completion rate*	2022-23 DataQuest 97.5% All Students 94.9% African American 100% Asian 95.1% Hispanic 97.2% White	2023-24 DataQuest 94.8% All Students 92.2% African American 100% Asian	2024-25 DataQuest 94.8% All Students 100% African American 100% Asian 93.3% Hispanic	2026-27 DataQuest All Students: 98%	While overall A–G completion rates remained stable at a high level, subgroup data reveals emerging disparities that require targeted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98.5% Two or More 95.6% Socioeconomically Disadvantaged 52.8% Students w/ Disabilities 83.3% English Learners 95.6% Homeless	92.3% Hispanic 98.3% White 96.4% Two or More 96.3% Socioeconomically Disadvantaged 78.3% Students w/ Disabilities 85.7% English Learners 92.9% Homeless	95.1% White 91.7% Two or More 94.4% Socioeconomically Disadvantaged 51.7% Students w/ Disabilities 75.8% English Learners 85.2% Homeless		response. The most significant concern is the decline among Students with Disabilities, followed by English Learners and Homeless students, indicating a need for strengthened systems around course access, academic support, and credit attainment. At the same time, sustained or improved performance among several groups, including African American and Asian students, reflects the ongoing effectiveness of academic programming and college readiness structures. Continued refinement of intervention systems will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						essential to ensure equitable access to A–G completion for all student groups.
2.3	CAASPP ELA Scores PAS (Points Above Standard) PBS (Points Below Standard)	2022-23 CA Dashboard 66.1 PAS Overall 43.4 PAS Hispanic 134.9 PAS Asian 49.2 PAS African American 89.4 PAS White 71.4 PAS Two or More 48.7 PAS Socioeconomically Disadvantaged 94.1 PBS Students with Disabilities 41.7 PBS English Learners 9.9 PAS Homeless	2023-24 CA Dashboard 86.5 PAS Overall 62.6 PAS African American 91.1 PAS Asian 65.9 PAS Hispanic 111.4 PAS White 105.3 PAS Two or More 24.4 PAS Socioeconomically Disadvantaged 64.8 PBS Students with Disabilities 12.7 PBS English Learners 70.8 PBS Homeless	2024-25 CA Dashboard 83.3 PAS Overall 41.5 PAS African American 97.7 PAS Asian 73.0 PAS Hispanic 115.2 PAS White 78.2 PAS Two or More 71.2 PAS Socioeconomically Disadvantaged 55.7 PBS Students with Disabilities 0.3 ABS English Learners 51.5 PBS Homeless	2026-27 CA Dashboard Overall: 70 points above standard	Overall, CAASPP ELA results demonstrate sustained strong performance above state standards, particularly in aggregate and among several student groups. The data reflects meaningful gains in Hispanic, English Learner, and Socioeconomically Disadvantaged student outcomes, indicating the effectiveness of targeted academic supports and instructional practices. However, the data also highlights persistent and emerging equity gaps, particularly for Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Disabilities and Homeless students, as well as recent declines among African American students. Continued focus on differentiated instruction, intervention systems, and targeted academic support will be essential to ensure all student groups experience consistent growth and access to grade-level literacy skills.
2.4	CAASPP Math Scores PAS (Points Above Standard) PBS (Points Below Standard)	2022-23 CA Dashboard 3.9 PAS Overall 28.5 PBS African American 91.1 PAS Asian 25.1 PBS Hispanic 33.4 PAS White 32.5 PAS Two or More 14.3 PBS Socioeconomically Disadvantaged 163.3 PBS Students with Disabilities	2023-24 CA Dashboard 36.2 PAS Overall 11.6 PAS African American 140.0 PAS Asian 8.3 PAS Hispanic 63.7 PAS White 54.3 PAS Two or More 77.0 PAS Socioeconomically Disadvantaged	2024-25 CA Dashboard 42.1 PAS Overall 19.8 PAS African American 66.1 PAS Asian 27.4 PAS Hispanic 78.0 PAS White 47.7 PAS Two or More 30.8 PAS Socioeconomically Disadvantaged	2026-27 CA Dashboard Overall: 10 points above standard	Overall, CAASPP Mathematics results show sustained systemwide improvement, with performance increasing from near baseline levels in 2022–23 to 42.1 points above standard in 2024–25. This reflects the effectiveness of instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		108.7 PBS English Learners 63.8 PBS Homeless	131.7 PBS Students with Disabilities 53.3 PBS English Learners 35.2 PAS Homeless	120.6 PBS Students with Disabilities 55.7 PBS English Learners 33.9 PAS Homeless		practices, intervention systems, and academic supports. At the same time, the data highlights ongoing equity gaps—particularly for Students with Disabilities and English Learners—indicating a continued need for targeted instructional strategies, differentiated support, and strengthened access to rigorous mathematics content for all students.
2.5	Long-term EL's* At-Risk = 4-5 Years LTEL=6+years	2022-23 DataQuest 0.4% (3 Ss) At Risk 8.5% (58 Ss) LTEL	2023-24 DataQuest 0.8% (5 Ss) At Risk 9.0% (58 Ss) LTEL	2024-25 DataQuest 0.6% (4 Ss) At Risk 6.4% (42 Ss) LTEL	2026-27 DataQuest At Risk < 1% LTEL < 10%	The stability in the number of Long-Term English Learners suggests that this population remains consistent year over year, indicating that prior LTEL students are neither increasing nor decreasing significantly in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						absolute numbers. However, the slight increase in percentage reflects the importance of continued focus on accelerating English language development and academic access for this group. The increase in At-Risk English Learners, though small, signals a need for early intervention to prevent students from transitioning into LTEL status. This highlights the importance of strengthening supports in the 4–5 year language acquisition window.
2.6	English Learner Reclassification	2022-23 DataQuest 4.1% (103 Ss) EL 23.1% (580 Ss) RFEP	2023-24 DataQuest 4.0% (101 Ss) EL 21.4% (545 Ss) RFEP	2024-25 DataQuest 3.5% (89 Ss) EL 22.1% (564 Ss) RFEP	2026-27 DataQuest EL 4% RFEP 23%	The minimal change in English Learner identification rates suggests a stable EL population over time, with no significant increase or decrease in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						enrollment within this subgroup. This stability provides consistency for program planning and service delivery.
2.7	English Learner Progress	2022-23 CA Dashboard 64% making progress	2023-24 CA Dashboard 62.5% making progress	2024-25 CA Dashboard 65.3% making progress	2026-27 CA Dashboard 65% making progress	The data reflects generally stable performance in English Learner progress over time, with improvement in the most recent year suggesting positive impact from instructional supports, language development strategies, and intervention structures. While gains are modest, the return to above-baseline performance in 2024–25 indicates continued effectiveness of existing programs. At the same time, the fluctuation across years highlights the need for sustained focus

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						on consistent implementation of English Learner supports, including language development across content areas, targeted interventions, and continued monitoring of student progress to ensure steady growth over time.

Goal Analysis [2025-26]

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

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

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.

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

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, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Overall, Goal 2 actions have been effective in raising overall achievement and improving outcomes for many student groups, but achievement gaps remain for key subgroups, especially Students with Disabilities, English Learners, and Homeless students.

02.01 Academic Support Program

Effective in supporting strong overall outcomes (98.4% graduation, 94.8% A–G, strong ELA/Math performance). Needed areas of focus are Students with Disabilities and Homeless students as they show persistent gaps.

02.02 English Learner Program

Shows mixed effectiveness. EL progress increased to 65.3%, but academic gaps remain in A–G, ELA, and Math. LTEL rates also slightly increased (8.5% ? 9.0%).

Needed area of focus is strengthening LTEL reduction, reclassification, and access to grade-level content.

02.03 Helix First: 9th Grade Transition

Supports early success and strong overall graduation outcomes.

Needed area of focus is sustaining engagement beyond 9th grade and addressing attendance and safety perception drops in later grades.

02.04 Summer Institute

Supports overall academic growth, especially for underserved students in ELA and Math.

Needed area of focus is Students with Disabilities continue to need more intensive, individualized support beyond summer interventions.

02.05 Double-Dosed Math

Highly effective in improving Math outcomes (3.9 ? 42.1 PAS overall).

Needed area of focus is Students with Disabilities remain significantly below standard and need stronger access and differentiation within interventions.

02.06 Schoolwide Equity

Effective in improving overall outcomes:

- * Graduation up to 98.4%
- * Suspension down to 1.9%
- * Strong gains in multiple subgroups

Needed areas of focus are the gaps that remain for Students with Disabilities, English Learners, and attendance disparities among high-need groups.

Goal 2 actions are effective in improving overall achievement and reducing barriers for many students, but key equity gaps remain unresolved. Priority focus moving forward is:

- * Students with Disabilities (largest and most persistent gap)

- * English Learners and LTEL reduction
- * Attendance and engagement for high-need student groups
- * Sustaining gains while closing subgroup performance gaps

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support Program	Staffing (Program Supervisor, Academic Leads, Academic CoachesGenEd) Dropout Detective Department Budget Academic Support Assistant Manager Academic Support Manager Onboarding	\$1,947,506.00	Yes
2.2	English Learner Program	Staffing (English Learner Coordinator, EL Instructional Aides) Department Budget 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 nonfiction. 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. Professional Development	\$457,837.00	Yes
2.3	Helix First: 9th Grade Transition Program	Staffing Curriculum	\$777,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Budget		
2.4	Summer Institute	Content Specific Staff Development during summer Staffing Curriculum Hours Materials	\$54,337.00	Yes
2.5	Double-Dosed Math	Algebra I & Algebra II Year-long Staffing	\$913,975.00	Yes
2.6	Schoolwide Equity	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.	\$503,762.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sustain a High-Performing Academic Culture that Equips Students to Reach Personal and Academic Potential Our goal is to foster an academic environment that emphasizes rigor and excellence, ensuring that all students are challenged and supported to reach their highest personal and academic potential. By maintaining high standards and expectations, we aim to cultivate a culture of continuous improvement and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Helix chose to sustain a high-performing academic culture as a goal because it is foundational to the success and future opportunities of our students.

This goal is essential for preparing Highlander students for future success. Academic rigor will prepare our students for the demands of higher education and the competitive job market. By challenging Helix students to reach their full potential, we equip them with the critical thinking, problem-solving, and analytical skills necessary for success in college and future careers.

Additionally, a high-performing academic culture fosters a love of learning and encourages students to become lifelong learners. By instilling the values of curiosity, perseverance, and intellectual engagement, we prepare students to continuously seek knowledge and adapt to an ever-changing world. Rigorous academic environments also support the development of essential life skills such as time management, resilience, and self-discipline. These skills are crucial for personal growth and contribute to the overall well-being and success of our students.

Helix students are future leaders, innovators, and citizens who will shape our communities and the world. By providing a high-performing academic culture, we empower them to make meaningful contributions and drive positive change in their communities and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Academic Proficiency in ELA and Mathematics (CAASPP)	2022-23 CA Dashboard 78.44% ELA Standard Met or Exceeded 58.21% Math Standard Met or Exceeded	2023-24 CA Dashboard 83.44% ELA Standard Met or Exceeded 64.67% Math Standard Met or Exceeded	2024-25 CA Dashboard 84.23% ELA Standard Met or Exceeded 68.39% Math Standard Met or Exceeded	2026-27 CA Dashboard 80% ELA Standard Met or Exceeded 67% Math Standard Met or Exceeded	Overall, CAASPP proficiency data shows clear and sustained academic improvement, with ELA increasing from 78.4% to 84.2% and Math increasing from 58.2% to 68.4% over three years. These gains reflect effective instructional and intervention strategies, while also reinforcing the need to continue focusing on equity-driven supports to ensure all student groups benefit equally from these improvements.
3.2	Standards-aligned instructional materials and their	2022-23 Internal Data Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program	2023-24 Internal Data Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD	2024-25 Internal Data Complied with Williams; Continued Implementation of Common Core State Standards &	2026-27 Internal Data Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD	Maintained compliance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standards Implemented into ELD Program	Continued ELD Standards Implemented into ELD Program	Standards Implemented into ELD Program	
3.3	Teacher Assignment	2022-23 DataQuest No Rate of Teacher Misalignment	2023-24 DataQuest No Rate of Teacher Misalignment	2024-25 DataQuest No Rate of Teacher Misalignment	2026-27 DataQuest No Rate of Teacher Misalignment	Maintained No Rate of Teacher Misalignment.
3.4	Pupil enrollment in a broad course of study	2022-23 100% participation in Course Selection for Enrollment	2023-24 100% participation in Course Selection for Enrollment	2024-25 100% participation in Course Selection for Enrollment	2026-27 Internal Data 100% participation in Course Selection for Enrollment	Maintained participation in Course Selection for Enrollment.
3.5	Dropout Rate	2022-23 DataQuest 2.7% (15 Ss) All Students 0.0% African American 0.0% Asian 3.7% Hispanic 0.3% White 0.0% Two or More 3.7% Socioeconomically Disadvantaged 9.4% Students w/ Disabilities 15.8% English Learners 8.3% Homeless	2023-24 DataQuest 2.7% (15 Ss) All Students 0.0% African American 0.0% Asian 3.7% Hispanic 0.3% White 0.0% Two or More 3.7% Socioeconomically Disadvantaged 9.4% Students w/ Disabilities	2024-25 DataQuest 0.2% (15 Ss) All Students 0.0% African American 0.0% Asian 0.4% Hispanic 0.0% White 0.0% Two or More 0.2% Socioeconomically Disadvantaged 1.6% Students w/ Disabilities 0.0% English Learners	2026-27 DataQuest All Students: 1%	Overall, dropout rates have improved dramatically, declining from 2.7% to 0.2%, with major gains across nearly all student groups. While this reflects highly effective intervention and retention systems, continued focus is needed to ensure sustained support for Students with Disabilities and to prevent increases

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			15.8% English Learners 8.3% Homeless	0.0% Homeless		in related risk indicators such as chronic absenteeism.
3.6	Chronic Absenteeism Rate	2022-23 DataQuest 2.3% (57 Ss)	2023-24 DataQuest 2.3% (57 Ss)	2024-25 DataQuest 5.3% (136 Ss)	2026-27 DataQuest 2%	While chronic absenteeism remained stable for two years, the significant increase in 2024–25 represents a major area of concern. Moving forward, reducing chronic absenteeism must be a priority focus within student support systems, with an emphasis on early intervention, stronger monitoring, and more targeted engagement strategies.

Goal Analysis [2025-26]

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

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

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.

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

Goal 3 actions are strongly effective in increasing academic rigor and improving overall student achievement. The data shows clear gains in ELA and Math proficiency, sustained high graduation and A–G rates, and improved performance over time.

However, achievement gaps remain for key subgroups, indicating that while rigor has increased systemwide, the next phase of work must focus on ensuring that all students—especially English Learners and Students with Disabilities—have equitable access to these rigorous outcomes.

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

No significant 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional Curriculum Materials & Supplies	Purchases of textbooks/research based instructional materials and classroom supports.	\$548,818.00	No
3.2	Schoolwide Literacy & Numeracy	Library Staffing	\$466,951.00	Yes
3.3	Best Practices & Standards Based Curriculum	Supporting BP/SBC Common Core/NGSS Curriculum Support Course Level Team Stipends Schoolwide Professional Development Edjoin (was not)	\$880,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers on Special Assignment: Release for Integrated Staff Support of School wide Programs North County Professional Development Federation Membership SDCOE Equity Partnership (was contributing)		
3.4	Teachers and Staffing (Base Program)	Staffing	\$16,940,160.00	No
3.5	Special Education Services	GUHSD buyback service of Special Education Services Increased Co-Taught Model for Curriculum Modification	\$4,057,028.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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. Our goal is to expand learning opportunities for our students by integrating Career Technical Education (CTE), Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs into our curriculum. These initiatives are designed to provide students with diverse pathways to success, ensuring they are well-prepared for both higher education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Expanding opportunities for Helix students through Career Technical Education (CTE), Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs aligns seamlessly with our mission to provide a comprehensive and dynamic education that prepares students for success in both higher education and the workforce. Every student possesses unique talents, interests, and career aspirations. By offering a diverse array of educational pathways, we ensure that all students have the opportunity to pursue their passions and achieve their full potential. Whether students excel in academics, technical skills, or creative endeavors, they deserve the chance to thrive and succeed.

In today's rapidly evolving landscape of higher education and the job market, it's crucial to equip students with the knowledge, skills, and experiences needed to navigate these changes successfully. By exposing students to CTE programs, dual enrollment options, and college and career outreach initiatives, we provide them with not only academic credentials but also practical skills and real-world experiences that make them competitive in today's workforce. At Helix, we firmly believe that access to high-quality educational opportunities should be universal, irrespective of socioeconomic status or geographic location. By expanding access to our expanded school opportunities, we ensure that all students, regardless of background, have the chance to pursue their dreams and achieve success.

Collaborating with community colleges, businesses, and industry leaders enriches the educational experience for our students. These partnerships offer invaluable resources, mentorship opportunities, and real-world connections that expose students to a myriad of diverse career pathways. Education extends beyond mere academic achievement; it encompasses personal growth and development. By providing

a range of educational programs tailored to different interests and learning styles, we foster the holistic development of our students, nurturing their intellectual curiosity, creativity, and resilience.

In summary, Helix's unwavering commitment to expanding opportunities for student learning through CTE, dual enrollment, college and career outreach, and other innovative programs underscores our dedication to providing a well-rounded education that prepares students for success in the 21st-century world. This goal epitomizes our belief in the potential of every student and our steadfast resolve to empower them to achieve their goals and make meaningful contributions to society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College and Career Readiness	2022-23 CA Dashboard 85.6% College and Career Ready Hispanic: 86.4% prepared Asian: 94.9% prepared African American: 75.4% prepared White: 86.7% prepared Two or More: 82.5% prepared Socioeconomically Disadvantaged: 83.3% prepared Students w/ Disabilities: 33.3% prepared English Learners: 72.9% prepared Homeless: 73.7% prepared	2023-24 CA Dashboard 85.6% College and Career Ready Hispanic: 82.5% prepared Asian: 94.9% prepared African American: 75.4% prepared White: 86.7% prepared Two or More: 82.5% prepared Socioeconomically Disadvantaged: 83.3% prepared Students w/ Disabilities: 33.3% prepared English Learners: 47.1% prepared Homeless: 73.7% prepared	2024-25 CA Dashboard 90.2% College and Career Ready Hispanic: 89.5% prepared Asian: 97% prepared African American: 85.5% prepared White: 92.3% prepared Two or More: 88% prepared Socioeconomically Disadvantaged: 90.1% prepared Students w/ Disabilities: 44.3% prepared English Learners: 70.2% prepared Homeless: 93.8% prepared	2026-27 CA Dashboard 90% College and Career Ready	Overall declined 3.1 % EL declined 25.9% SWD declined 9.1% Hispanic declined 7.9% TOM declined 2.1% Econ Dis declined 3.2% African Amer increased 7.2% White maintained Asian increased 5.1% Hmls declined 5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Advanced Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken	2022-23 AP College Board 73% (307 Tests)	2023-24 AP College Board 83% (409 Tests)	2024-25 AP College Board 86% (405 Tests)	2026-27 AP College Board 80% (307 Tests)	Increased 10%
4.3	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)	2022-23 AP College Board 21.3%	2023-24 AP College Board 19%	2024-25 AP College Board	2026-27 AP College Board 25%	Decreased slightly
4.4	Articulated College-level Course Completion	2022-23 Internal Data Dual Enrollment Completed Courses (at Helix) Summer 25; Fall 795; Spring 908 Concurrent Enrollment (at CC): Summer 60; Fall 43; Spring 45	2023-24 Internal Data Dual Enrollment Completed Courses (at Helix) Summer 11; Fall 739; Spring 845 Concurrent Enrollment (at CC): Summer 86; Fall 42; Spring 41	2024-25 Internal Data Dual Enrollment Completed Courses (at Helix) Summer 21; Fall 929; Spring 1036 Concurrent Enrollment (at CC): Summer 289; Fall 18; Spring 41	2026-27 Internal Data Dual Enrollment Completed Courses (at Helix) Summer 25; Fall 795; Spring 908 Concurrent Enrollment (at CC): Summer 60; Fall 43; Spring 45	The data suggests a clear shift in student access to college-level coursework, with increasing participation in dual enrollment courses offered directly at Helix. The significant growth in 2024–25 dual enrollment indicates that on-campus college pathways are becoming more accessible and widely utilized. At the same time, concurrent enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						patterns show variability, suggesting that students may be increasingly choosing in-house dual enrollment options over external community college courses, or that scheduling/access factors are influencing participation.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

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

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, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant 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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College & Career Center, College/Career Outreach	Staffing the Helix College and Career Center team of professionals dedicated to guiding students through their post-secondary options. Staffing: College & Career Center Counselor: Provide one-on-one guidance to students, helping them explore various college options, understand admission requirements, and navigate the application process. Focused on helping students identify potential career paths, these counselors provide guidance on internships and secondary school opportunities. Plan and implement educational workshops, seminars, and events focused on college readiness, career exploration, and skill development. College & Career Center Academic Advisor: Assist students in understanding the financial aid process, including completing the FAFSA (Free Application for Federal Student Aid) and applying for scholarships and grants. Engage with colleges and community organizations to develop partnerships and create opportunities for students, such as career fairs, guest speakers, and job placement programs. Provide assistance, including and coordinating resources and materials for College and Career Center. Together, this team works collaboratively to ensure that students have access to the information, resources, and support they need to explore and pursue their post-secondary options effectively.	\$563,298.00	Yes
4.2	Career and Technical Education Program	Helix EDGE (Explore, Develop, Gain, Earn) is our career pathway program and is part of the Career Technical Education (CTE) program.	\$1,816,061.00	No

Action #	Title	Description	Total Funds	Contributing
		The Helix EDGE program, an integral part of our Career Technical Education (CTE) initiative, presents four distinct pathways: Sports Medicine, Education, Business Entrepreneurship, and Biotechnology. These pathways offer students the chance to enroll in a sequence of courses tailored to specific areas of study. By engaging in these courses, students may discover new interests, whether as a personal pursuit, a potential field of study, or a future profession. Through Career Technical Education, we aim to provide students with access to valuable skills and knowledge, nurturing their academic and professional growth.		
4.3	Community College Access	Dual and Concurrent enrollment plays a crucial role in providing equitable access to secondary learning opportunities by breaking down barriers and expanding educational access for all students. This initiative aims to provide students with access and opportunities to enroll in and earn community college credits throughout the school year. Dual Enrollment refers to college courses offered through the Grossmont Cuyamaca Community College District, conveniently available on the Helix campus during regular school hours. Concurrent Enrollment, on the other hand, involves college courses offered through any college but not conducted on our campus. These courses typically take place at the college itself, with some options available online. Helix offers a variety college-level courses directly on our campus, in 22-23 57 courses were offered. This action promotes equity in education by removing barriers to access, providing support services, and offering opportunities for early exposure to college-level coursework, ultimately empowering all students to pursue and succeed in higher education.	\$1,337,507.00	Yes
4.4	Summer, Intersession, & Alternative Academic Programs	Offering summer school remediation and year-round access to virtual academic programs enables students to make strides in their academic recovery, mitigating learning loss.	\$446,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Aspire Program	The ASPIRE program, funded federally and administered by the San Diego County Office of Education, is a prestigious grant initiative. Helix has been honored with this grant for almost 15 years, a testament to our commitment to excellence. The grant supports our Before and After School Safety and Enrichment for Teens (ASSETs) program, offering a wide range of activities encompassing enrichment, sports, and academic pursuits. Thanks to this grant, our ASPIRE programs are inclusive and comprehensive, catering to various interests. Moreover, the funding enables us to procure specialized supplies and compensate instructors, ensuring the quality and effectiveness of our programs	\$254,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	21st Century Technology: Maintain Systematically Integrated Technology in Helix Culture Our goal is to ensure that technology remains a seamlessly integrated component of the Helix culture, supporting teaching, learning, administration, and communication throughout our school community. By maintaining a systematic approach to technology integration, we aim to leverage its full potential to enhance educational outcomes, streamline processes, and foster innovation.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Technology is constantly evolving, and staying abreast of advancements and best practices is essential for maintaining relevance and effectiveness. By prioritizing ongoing professional development and infrastructure upgrades, we can ensure that our technology remains current and aligned with the needs and expectations of our school community.

In summary, maintaining systematically integrated technology in the Helix culture is essential for preparing students for the future, enhancing learning experiences, fostering efficiency and innovation, promoting equity and access, and supporting continuous improvement throughout our school community. This goal reflects our commitment to leveraging technology as a powerful tool for advancing educational excellence and empowering all students to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Measure 1: Student technology	2022-23 Helix IT 100% 1:1	2023-24 Helix IT 100% 1:1	2024-25 Helix IT 100% 1:1	2026-27 Helix IT 100% 1:1	Maintained
5.2	Measure 2: Faculty Technology Survey measures	2022-23 Helix IT	2023-24 Helix IT	2024-25 Helix IT	2026-27 Helix IT	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With	a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE	

Goal Analysis [2025-26]

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

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

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.

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

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, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following addition of platform supports are the only anticipated changes in goals or metrics, continued refinement and analysis will continue.

To address evolving technology needs in education, the school is implementing several key programs that enhance efficiency, data use, and instructional support. ****InformedK12**** streamlines workflow and approval processes, reducing administrative burdens. ****Schoolytics**** provides actionable insights through student performance data, helping educators personalize instruction. ****Brisk**** supports curriculum

planning and content creation with AI-powered tools, while **ChatGPT** offers on-demand instructional support and creative resources for both staff and students. Together, these tools foster a more responsive, data-informed, and innovative learning environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Information Technology Support Services	Staffing IT Support Services: Hire and maintain a team of IT professionals to provide technical support. Explanation: This action involves ensuring adequate staffing of IT support services to address technical issues and provide assistance to students, teachers, and staff. By providing dedicated IT support staff, Helix can ensure timely resolution of technology-related issues, minimizing disruptions to teaching and learning. Implementing this action ensures consistent access to IT support services across campus, promoting efficiency and equity in technical assistance.	\$1,559,574.00	No
5.2	Information Technology Hardware & Modernization	Upgrade infrastructure to support modern technology needs. This action involves upgrading the infrastructure for internet and technology services, ensuring that Helix is equipped to meet the demands of 21st-century learning. By providing modernized technology maintenance and infrastructure, Helix ensures reliable access to internet and technology services for all students and staff. Ensures consistency, efficiency, and equity across all campuses, fostering a conducive environment for teaching and learning.	\$434,388.00	
5.3	One to One: Chromebook Access	One-to-one Chromebook access ensures that each student has their own Chromebook for academic use. By providing and maintaining Chromebooks for all students, Helix can facilitate equitable access to technology resources, promote digital literacy, and support personalized learning experiences.	\$444,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Schoolwide Technology Platforms	By implementing schoolwide technology platforms, Helix can optimize operations, improve communication, and facilitate personalized learning experiences for students. These platforms empower educators, students, and parents to actively participate in the educational journey and adjust to changing academic requirements. Platform Examples: Learning Management Systems (LMS) - Canvas Student Information Systems - Synergy Communication Platform - Remind, ParentSquare Digital Assessment Tools - Kahoot, Edpuzzle Data Analytics and Reporting - Kelvin Virtual Learning Environments - Zoom, Google Chat Professional Development Platforms - Schoology, Edmodo 2025 Additions InformedK12 Schoolytics Brisk ChatGPT	\$236,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Maintain Parent/Community Partnerships Expanding Helix as a Community Support Center Our goal is to strengthen and maintain partnerships with parents and the broader community, transforming Helix into a hub of support and resources for all stakeholders. By fostering collaborative relationships and expanding our reach beyond the school walls, we aim to create a supportive ecosystem that enhances student success and community well-being.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research consistently shows that strong parent and community partnerships contribute to improved academic achievement, attendance, behavior, and overall student success. By expanding Helix as a community support center, we can provide students with the support they need to thrive academically, socially, and emotionally. Engaging parents and community members as partners in education empowers them to play an active role in shaping the school environment and supporting student learning. By fostering meaningful engagement opportunities, we can harness the collective expertise, resources, and energy of our community to enrich the educational experience for all. Building strong parent and community partnerships is essential for promoting equity and inclusion within our school community. By actively involving diverse voices and perspectives, we can better understand and address the unique needs and challenges faced by different families, ensuring that all students have access to the support and resources they need to succeed.

Helix has the potential to serve as more than just an educational institution; it can also serve as a hub of support and resources for the broader community. By expanding our partnerships and services, we can address the holistic needs of families, promoting community well-being and resilience. In summary, maintaining parent and community partnerships and expanding Helix as a community support center is essential for enhancing student success, empowering families, promoting equity and inclusion, fostering community well-being, and ensuring the long-term sustainability of our school. This goal reflects our commitment to collaboration, empowerment, and collective impact in service of our students and the broader community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Parent/Guardian Attendance Rate of Participation (attending parent training, learning opportunities and education workshops and meetings)	2022-23 Internal Data 2000 Attendees	2023-24 Internal Data 2828 Attendees	2025-26 3500 Attendees	2026-27 Internal Data 2500 Attendees	Increased by 672 attendees; continuing to grow in participation.
6.2	Participation in the California Healthy Kids Survey	2023-24 WestEd 89 Responses	2024-25 WestEd 332 Responses	2025-26 WestEd 332 Responses	2026-27 WestEd 1000 Responses	
6.3	Enrollment in PTSA.	2023-24 Internal Data--Helix PTSA 160 Members	2024-25 Internal Data--Helix PTSA 179 Members	2025-26 Internal Data--Helix PTSA 522 Members	2026-27 Internal Data--Helix PTSA 250 Members	Increased by 354 members from last year indicating continued growth in Parent/Guardian Participation

Goal Analysis [2025-26]

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

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

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.

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

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, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent/Guardian Outreach, Support, & Engagement	Planning successful parent/guardian outreach and engagement events utilizing strategic planning, clear communication, and engaging activities. 1. Utilize CHKS Data: Address key findings and areas of concern from the survey. 2. Increase PTSA Participation: Encourage more parents to join and actively participate in the PTSA. 3. Boost Observer Account: Increase the number of parents using Observer accounts to monitor their child's progress. 4. Enhance Event Attendance: Draw more parents to the Spring Fling and other school events. Annual Event Examples: • Back to School Nights • 9-12th Grade Curriculum Meet and Greet • Quarter 1 and 3 Parent Shadow Day • Spring Fling Incoming 9th Grade Orientation	\$96,966.00	No
6.2	Family First: Parent Education & Engagement	Helix Family First: Parent Education & Engagement activities is a comprehensive approach aimed at fostering strong partnerships between Helix and attending families to support student educational and personal development. 1. Enhance Parent Involvement: Equip parents with knowledge and skills to support their children's education. 2. Provide Valuable Resources: Offer workshops on relevant educational	\$80,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and community topics. 3. Foster a Supportive Community: Create opportunities for parents to engage with the school and each other. Family First Topic Examples: • Common Core State Standards: Understanding what students are learning and how it's assessed. • EL Master Plan: Support for English learners and understanding the plan's objectives. • a-g UC-CSU Requirements: College entry requirements and how to meet them. • College Funding and Application: Guidance on financial aid, scholarships, and application processes. • Core Department Curriculum: Overviews of subjects like Math, Science, English, and Social Studies. • School Safety: Policies and practices to ensure a safe learning environment. • Student/Parent Needed Topics: Addressing emerging needs as identified by students and parents. Community (beyond Helix) Events Examples: • Health: Nutrition, mental health resources, and healthcare access. • Financial Education: Budgeting, saving, and managing finances. • Education: Lifelong learning opportunities and adult education programs.		
6.3	Summer Conferencing	Individual annual meetings with families will be held to review academic progress and address specific needs. Additionally, during summer conferences, course schedules will be built with parent input, academic progress will be discussed, grade-level specific student needs will be reviewed, and a Parent Compact will be established, outlining commitments to HCHS and our academic program.	\$333,575.00	Yes
6.4	Community Schools	Building community partnerships in support of improved academic outcomes, whole-child engagement, and family development by providing a range of resources and support services.	\$142,635.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These partnerships may include collaborations with local organizations, businesses, non-profits, and community leaders.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,417,031	\$501,048

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
19.730%	0.000%	\$0.00	19.730%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Wellness Center Program Need: Students and staff support for social emotional wellness is 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 focus on building a bridge to external supports,	Unduplicated students (e.g., low-income, English learners, foster youth)—often face unique and compounded challenges that necessitate social-emotional supports in high school. Here are several reasons why these supports are crucial: Trauma and Stress: Students from low-income backgrounds or those in foster care may have experienced trauma or chronic stress. Social-emotional supports provide a safe space to	California Healthy Kids Survey **School Safety** **Connectedness**

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implementing in house proactive supports, and raising schoolwide awareness of social emotional wellness. Addressing and enhancing social-emotional learning (SEL) at Helix, will foster 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. SEL will also contribute to improved academic performance, reduced bullying, positive classroom climates, stress management, healthy identity development, and responsible decision making. SEL skills will complement and enhance academic achievement by fostering a more engaged and motivated student body. Scope: LEA-wide	process these experiences and develop healthy coping mechanisms. Mental Health: The pressures and stresses associated with being part of multiple at-risk categories can contribute to mental health issues such as anxiety and depression. Access to counseling and mental health resources is vital for addressing these concerns and promoting overall well-being. Behavioral Issues: Unduplicated students may exhibit behavioral issues as a response to external stressors and unmet needs. Social-emotional supports can help address the root causes of these behaviors, promoting better self-regulation and positive behavior. Family and Community Factors: Many unduplicated students come from families facing economic hardship or instability. Social-emotional supports can provide additional resources and connections to community services that benefit both students and their families. College and Career Readiness: Preparing for post-secondary education and careers requires not only academic skills but also social-emotional competencies such as goal-setting, perseverance, and interpersonal skills. Supports in high school can lay the groundwork for future success. By addressing the social-emotional needs of unduplicated students, schools can create a more supportive and effective learning environment that	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		fosters academic achievement, personal growth, and overall well-being.	
1.4	Action: Positive School Culture Need: The need for a positive school culture is identified by its comprehensive impact on enhancing academic success, promoting well-being, reducing behavioral issues, supporting teachers, engaging the community, ensuring inclusivity, fostering social-emotional development, and building resilience. Scope: LEA-wide	Helix implemented several key resources that directly impact the success and well-being of students, teachers, and the broader school community: Academic Achievement: Promotes an environment where students feel safe, supported, and motivated to learn. This leads to higher levels of engagement, attendance, and academic performance. Student Well-being: Promotes student well-being allows Helix students to feel valued and respected, thus they are more likely to have higher self-esteem and better mental health. A positive culture fosters a sense of belonging, reducing feelings of isolation and anxiety. Behavioral Outcomes: Helix positive culture creates an environment with fewer disciplinary issues. Positive relationships and clear, consistent expectations help students develop self-regulation and social skills, leading to a decrease in disruptive behaviors. Teacher Retention and Satisfaction: Teachers are more likely to stay at Helix where they feel appreciated and part of a collaborative, supportive environment. This positive culture reduces burnout and increases job satisfaction, which in turn benefits students through higher quality instruction.	California Healthy Kids Survey **School Safety** **Connectedness**

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Inclusive Environment: Helix is committed to a positive culture for all student groups emphasizing inclusivity and equity, ensuring that all students, regardless of their background, feel welcomed and have equal opportunities to succeed. Development of Social and Emotional Skills: We are prioritizing the development of social and emotional competencies, which are critical for students' long-term success. Skills such as empathy, resilience, and collaboration are nurtured in this supportive environment.	
2.1	Action: Academic Support Program Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that	Unduplicated students in unduplicated student groups need academic support and tutoring in high school for several reasons, which stem from the unique challenges and barriers they face. These supports are crucial for ensuring that these students have equitable access to education and opportunities for success. Here are some key reasons: Language Barriers: English learners, a significant portion of unduplicated students, often face language barriers that can make understanding and completing assignments challenging. Academic support and tutoring can help bridge this gap, providing tailored instruction and language development support. Gaps in Prior Education: Many unduplicated students may have experienced interruptions in their education due to factors like frequent relocations (common among foster youth) or migration. Tutoring helps fill these gaps by providing targeted instruction that addresses missed content and skills.	DataQuest **Graduation Rate** **UC/CSU a-g completion rate** **CAASPP Scores**

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	every student has the opportunity to succeed and thrive. Scope: LEA-wide	Limited Access to Resources: Students from low-income families may lack access to educational resources such as books, technology, and private tutoring. School-provided academic support and tutoring can help level the playing field by giving these students the resources they need to succeed. Parental Support: Unduplicated students might come from families where parents or guardians are unable to provide academic support due to language barriers, limited education, or demanding work schedules. School-based tutoring offers these students the academic assistance they might not receive at home. Higher Academic Expectations and Standards: High school curricula can be demanding, and unduplicated students may struggle to meet academic standards without additional help. Tutoring provides personalized instruction and practice, helping students keep up with coursework and improve their understanding. Individualized Attention: Class sizes can limit the amount of individual attention teachers can provide to each student. Tutoring offers one-on-one or small group instruction, allowing for personalized learning experiences that address each student's specific needs and learning style. Confidence and Motivation: Academic challenges can impact a student's confidence and motivation. Tutoring can help build academic skills and knowledge, which in turn boosts students'	

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		confidence in their abilities and motivates them to engage more actively in their education. Preparation for Higher Education: Many unduplicated students aspire to attend college or pursue vocational training. Academic support and tutoring can help prepare them for the rigors of post-secondary education by strengthening their foundational knowledge and study skills. Homework Help: Homework can be a significant source of stress for students who struggle academically. Tutoring provides a structured environment for completing homework, ensuring that students understand and can apply the material covered in class. Providing academic support and tutoring to unduplicated students helps address these challenges, promoting educational equity and enabling these students to achieve their full potential.	
2.3	Action: Helix First: 9th Grade Transition Program Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-	Students in unduplicated student groups need a 9th grade transition support class when starting high school to help them navigate the significant academic, social, and emotional changes that come with this transition. Here are several reasons why such a class is essential: Adjustment to High School Rigor: The academic demands in high school are often much greater than in middle school. A transition support class can help students develop effective study habits, time management skills, and strategies for handling increased coursework.	DataQuest **Graduation Rate** **UC/CSU a-g completion rate** **CAASPP Scores**

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive. Scope: LEA-wide	Building Academic Foundations: Many unduplicated students may enter high school with gaps in their academic knowledge. A transition support class can provide targeted instruction to strengthen foundational skills in core subjects, ensuring students are prepared for high school-level work. Social-Emotional Support: The transition to high school can be stressful and overwhelming, particularly for students facing additional challenges such as language barriers, economic instability, or lack of family support. A transition class can offer social-emotional learning to help students develop resilience, manage stress, and build positive relationships. Navigating a New Environment: High school often involves a larger and more complex environment than middle school, with more students, teachers, and extracurricular opportunities. A transition class can help students acclimate to this new setting, understand school policies and procedures, and learn how to access resources like counseling and tutoring. Building a Supportive Peer Network: Ninth grade is a crucial time for students to form new friendships and peer support networks. A transition class can facilitate activities and discussions that help students connect with one another, fostering a sense of community and belonging. College and Career Readiness: High school is a critical period for setting students on a path toward college and career readiness. A transition support	

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		class can introduce students to goal-setting, career exploration, and the importance of academic achievement for future opportunities. Personalized Attention: Unduplicated students often benefit from additional individualized support to address their unique needs. A transition class can provide personalized attention, helping students set academic and personal goals, and offering guidance on how to achieve them. Parental Involvement: Engaging families in the high school transition process can be challenging, especially for unduplicated students whose parents may face language barriers or work long hours. Transition classes can include components that encourage parental involvement and provide information on how parents can support their child's education. Extracurricular Engagement: Participation in extracurricular activities is linked to higher academic achievement and better school engagement. A transition class can help students explore and get involved in clubs, sports, and other activities, enhancing their high school experience. Long-Term Success: Early support during the 9th grade transition is linked to higher graduation rates and better long-term academic outcomes. By providing a strong foundation, transition support classes help set students up for success throughout their high school years and beyond.	

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		Overall, a 9th grade transition support class is essential for helping unduplicated students successfully navigate the challenges of starting high school, providing them with the tools, resources, and support they need to thrive academically, socially, and emotionally.	
2.4	Action: Summer Institute Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive. Scope: LEA-wide	Students in unduplicated student groups need staff to consistently work on professional development and investigate best practices and impactful education literature to ensure they receive the most effective and equitable education possible. Here are several reasons why continuous professional development and engagement with education research are essential: Staying Current with Effective Strategies: Education research continually evolves, providing new insights into effective teaching strategies, especially for diverse and at-risk student populations. By engaging in professional development, staff can stay current with these developments and implement the most effective practices in their classrooms. Addressing Diverse Needs: Unduplicated students often have diverse and complex needs. Professional development helps staff learn and apply differentiated instruction techniques, culturally responsive teaching methods, and other strategies tailored to meet the unique needs of these students. Improving Academic Outcomes: Research-based practices have been shown to improve academic outcomes. By investigating and implementing best practices, staff can enhance the academic	

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		performance of unduplicated students, helping to close achievement gaps and promote equity. Enhancing Social-Emotional Learning: Professional development can provide staff with the tools and knowledge to support the social-emotional development of unduplicated students. This includes learning about trauma-informed practices, restorative justice, and other approaches that address the social and emotional challenges these students may face. Reducing Bias and Promoting Equity*: Continuous professional development helps staff recognize and address their own biases and understand systemic inequities that affect unduplicated students. This awareness is crucial for creating an equitable learning environment and promoting fairness in educational opportunities and outcomes. Building a Collaborative Culture: Professional development often involves collaborative learning and sharing of best practices among educators. This collaboration can lead to a more cohesive and supportive school culture, where staff work together to address the needs of unduplicated students. Implementing Data-Driven Instruction: Professional development can equip staff with skills in data analysis and interpretation, enabling them to use student performance data to inform instruction and provide targeted support where it is most needed.	

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		Adapting to Technological Advancements: Technology plays a significant role in modern education. Ongoing professional development ensures that staff are proficient in using educational technology to enhance learning and provide equitable access to digital resources for all students. Fostering a Growth Mindset in Educators: Just as students benefit from a growth mindset, so do educators. Professional development encourages continuous learning and improvement among staff, fostering a culture of lifelong learning that ultimately benefits students. Supporting School-Wide Initiatives: Professional development helps align individual teaching practices with broader school-wide initiatives and goals, ensuring a consistent and cohesive approach to supporting unduplicated students across all classrooms and grade levels. Ensuring Sustainability of Effective Practices: Regular engagement with professional development and educational research ensures that effective practices are not just implemented as short-term fixes but are sustained and refined over time, leading to long-term improvements in student outcomes. In summary, consistent professional development and engagement with best practices and impactful education literature enable staff to provide high-quality, equitable education to unduplicated students. This ongoing learning and improvement are essential for addressing the diverse needs of	

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		these students, promoting their academic and personal success, and fostering an inclusive and supportive school environment.	
2.5	Action: Double-Dosed Math Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive. Scope: LEA-wide	Students in unduplicated student groups need double dosed math in high school to address specific educational challenges and to ensure they achieve proficiency in essential mathematical skills. Here are several reasons why this additional support is crucial: Closing Achievement Gaps: Many unduplicated students, including English learners, low-income students, and foster youth, often enter high school with significant gaps in their math knowledge. Double dosing provides extra instructional time to help close these gaps and bring students up to grade level. Reinforcement of Concepts: Math concepts can be difficult to grasp with limited instructional time. Double dosing allows for additional practice and reinforcement, ensuring students fully understand and can apply mathematical concepts before moving on to more advanced topics. Personalized Instruction: Additional math classes enable teachers to provide more individualized attention and support, catering to the specific needs of each student. This can include differentiated instruction, targeted interventions, and the use of various teaching strategies to address diverse learning styles. Building Confidence: Struggling with math can lead to a lack of confidence and a negative attitude towards the subject. Double dosing helps students	DataQuest **Graduation Rate** **UC/CSU a-g completion rate** **CAASPP Scores**

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		build their confidence by giving them more opportunities to succeed, practice, and see their progress. Preparation for High-Stakes Testing: High school students often face standardized tests and exams that are crucial for graduation and college admission. Extra math instruction helps ensure students are well-prepared for these assessments, improving their chances of success. Foundation for Future Courses: Proficiency in math is essential for success in higher-level courses such as algebra, geometry, and calculus. Double dosing in the early years of high school helps build a strong foundation, making it easier for students to tackle more complex math courses later on. Mitigating the Effects of Socioeconomic Factor*: Students from low-income families may have less access to out-of-school tutoring and other educational resources. Double dosing helps mitigate these disparities by providing additional support within the school environment. Fostering a Growth Mindset: Extra math instruction can help foster a growth mindset, encouraging students to view challenges as opportunities for growth rather than insurmountable obstacles. This mindset is crucial for long-term academic and personal success. College and Career Readiness: Many careers and college programs require strong math skills. Providing extra math instruction ensures that unduplicated students are equipped with the	

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		necessary skills and knowledge to pursue post-secondary education and career opportunities. Addressing Language Barriers: For English learners, understanding math terminology and word problems can be particularly challenging. Double dosing provides additional time to focus on language development within the context of math, helping students improve both their math and language skills. By providing double dosed math instruction, schools can ensure that unduplicated students receive the support they need to overcome challenges, build a solid mathematical foundation, and achieve success in high school and beyond.	
2.6	Action: Schoolwide Equity Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels	Students in unduplicated student groups need staff to be equity-focused in high school to ensure they receive the necessary support and opportunities to succeed academically and personally. Here are several reasons why equity-focused staff are essential: Addressing Systemic Inequities: Many unduplicated students, such as those who are low-income, English learners, or foster youth, face systemic barriers that impact their educational experiences. Equity-focused staff work to identify and dismantle these barriers, creating a more inclusive and supportive learning environment. Cultural Competence and Sensitivity: Equity-focused staff are trained to understand and respect the diverse cultural backgrounds and experiences of unduplicated students. This cultural competence helps create a more welcoming and	DataQuest **SubGroup Graduation Rate** **SubGroup UC/CSU a-g completion rate** **SubGroup CAASPP Scores**

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	valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive. Scope: LEA-wide	affirming school climate, where all students feel valued and understood. *ersonalized Support: Recognizing that unduplicated students often have unique needs, equity-focused staff can provide personalized support and resources tailored to each student. This might include differentiated instruction, targeted interventions, and connections to community services. Reducing Bias and Discrimination* Equity-focused staff are committed to recognizing and challenging their own biases and ensuring that discriminatory practices do not take place in the school. This helps create a fair and just educational environment for all students. Promoting High Expectations: Equity-focused staff believe in the potential of every student and hold high expectations for their academic and personal success. This belief can positively influence students' self-perception and motivation, encouraging them to strive for excellence. Creating Inclusive Curriculum: Equity-focused educators work to develop and implement curricula that reflect the diverse experiences and perspectives of all students. This inclusive approach helps unduplicated students see themselves represented in their education and enhances their engagement and learning. Advocating for Resources and Opportunities: Equity-focused educators advocate for the allocation of resources and opportunities that	

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		benefit unduplicated students. This includes ensuring access to advanced coursework, extracurricular activities, college and career counseling, and other enrichment programs. Building a Supportive School Culture: Equity-focused staff contribute to creating a school culture that values diversity, equity, and inclusion. This positive culture benefits all students, fostering a sense of belonging and community. Equity-focused staff play a critical role in creating an educational environment where unduplicated students can thrive. By addressing inequities, providing personalized support, and promoting high expectations, these educators help ensure that all students have the opportunity to succeed.	
3.2	Action: Schoolwide Literacy & Numeracy Need: This goal is essential for preparing Highlander students for future success. Academic rigor will prepare our students for the demands of higher education and the competitive job market. By challenging Helix students to reach their full potential, we equip them with the critical thinking, problem-solving, and analytical skills necessary for success in college and future careers. Additionally, a high-performing academic culture fosters a love of learning and encourages students to become lifelong learners. By instilling the values of curiosity,	Students in unduplicated student groups benefit significantly from a schoolwide curriculum in literacy and numeracy programs in high school for several reasons. Such comprehensive and cohesive programs ensure that all students receive the support they need to develop essential skills, leading to improved educational outcomes and greater equity. Here are the key reasons: Consistency in Instruction: A schoolwide curriculum ensures that all students receive consistent, high-quality instruction in literacy and numeracy across all classes and grade levels. This consistency helps reinforce learning and provides a coherent educational experience, reducing gaps and redundancies in instruction. Equitable Access to Resources: Unduplicated students often face barriers to accessing	DataQuest **SubGroup Graduation Rate** **SubGroup UC/CSU a-g completion rate** **SubGroup CAASPP Scores**

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	perseverance, and intellectual engagement, we prepare students to continuously seek knowledge and adapt to an ever-changing world. Rigorous academic environments also support the development of essential life skills such as time management, resilience, and self-discipline. These skills are crucial for personal growth and contribute to the overall well-being and success of our students. Scope: LEA-wide	educational resources. A schoolwide curriculum ensures that all students, regardless of background, have access to the same high-quality materials, teaching strategies, and support systems, promoting equity in education. Closing Achievement Gaps: A standardized curriculum helps identify and address achievement gaps more effectively. By implementing schoolwide literacy and numeracy programs, schools can provide targeted interventions and support to students who are behind, helping them catch up and succeed. Comprehensive Skill Development: Literacy and numeracy are foundational skills that impact success in all subject areas. A schoolwide curriculum ensures that these skills are developed systematically and thoroughly, enabling students to excel in other academic disciplines. Support for English Learners: English learners benefit from a structured and consistent approach to literacy that includes language development. A schoolwide curriculum can integrate language support within literacy instruction, helping these students improve their English skills while mastering academic content. Strengthening the School Community: A schoolwide curriculum fosters a sense of community and shared goals among teachers, students, and staff. When everyone is working towards the same objectives using the same strategies, it creates a more cohesive and supportive educational environment.	

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		Enhancing Engagement and Motivation: A well-designed schoolwide curriculum can include engaging and relevant content that motivates students to learn. When students see the relevance of literacy and numeracy skills to their lives and future goals, they are more likely to stay engaged and invested in their education. Encouraging Lifelong Learning: By providing a strong foundation in literacy and numeracy, a schoolwide curriculum helps instill a love of learning and the ability to continue learning independently. This is especially important for unduplicated students, who may face ongoing challenges and need the resilience and skills to adapt and succeed throughout their lives. A schoolwide curriculum in literacy and numeracy programs provides unduplicated students with the structured, consistent, and equitable support they need to develop essential skills. This comprehensive approach helps close achievement gaps, enhances academic performance, and prepares students for future success, ensuring that all students have the opportunity to thrive academically and personally.	
3.3	Action: Best Practices & Standards Based Curriculum Need: This goal is essential for preparing Highlander students for future success. Academic rigor will prepare our students for the demands of higher education and the competitive job market. By challenging Helix students to reach	Students in unduplicated student groups benefit significantly from a school that implements best practices and a standards-based curriculum in high school. Here are the key reasons why this approach is crucial for their academic success and overall development: Ensuring Equity and Access: Implementing best practices and a standards-based curriculum	DataQuest **SubGroup Graduation Rate** **SubGroup UC/CSU a-g completion rate** **SubGroup CAASPP Scores**

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	their full potential, we equip them with the critical thinking, problem-solving, and analytical skills necessary for success in college and future careers. Additionally, a high-performing academic culture fosters a love of learning and encourages students to become lifelong learners. By instilling the values of curiosity, perseverance, and intellectual engagement, we prepare students to continuously seek knowledge and adapt to an ever-changing world. Rigorous academic environments also support the development of essential life skills such as time management, resilience, and self-discipline. These skills are crucial for personal growth and contribute to the overall well-being and success of our students. Scope: LEA-wide	ensures that all students, regardless of background, have access to a high-quality education. This approach helps level the playing field by providing consistent, equitable learning opportunities for unduplicated students, who may face additional challenges. Providing High-Quality Instruction: Best practices in education are research-based and proven to be effective in promoting student learning. By adhering to these practices, schools can ensure that unduplicated students receive instruction that is engaging, effective, and responsive to their needs. Aligning with Educational Standards: A standards-based curriculum aligns instruction with state and national educational standards, ensuring that all students, including those in unduplicated groups, are learning the necessary content and skills. This alignment helps prepare students for standardized tests, graduation requirements, and post-secondary education. Addressing Diverse Learning Needs: Unduplicated students often have diverse learning needs, including language barriers, learning gaps, and socio-economic challenges. Best practices and a standards-based curriculum include differentiated instruction, scaffolding, and other strategies that address these diverse needs and promote student success. Supporting English Learners: Many unduplicated students are English learners who require additional language support. Best practices in	

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		language instruction, integrated into a standards-based curriculum, help these students develop their English proficiency while also mastering academic content. Enhancing Academic Achievement: By implementing best practices and a standards-based curriculum, schools can improve academic outcomes for unduplicated students. These practices ensure that instruction is rigorous, relevant, and aligned with educational goals, leading to higher achievement and closing achievement gaps. Building a Supportive School Culture: Implementing best practices and a standards-based curriculum helps create a school culture that values high expectations, continuous improvement, and collaboration. This positive culture supports unduplicated students by fostering a sense of belonging and encouraging them to strive for excellence. Engaging Families and Communities: Best practices in education include strategies for engaging families and communities in the educational process. This engagement is particularly important for unduplicated students, whose families may face language barriers or other challenges. Involving families in their children's education can provide additional support and improve student outcomes. Professional Development for Teachers: A focus on best practices and standards-based instruction often involves ongoing professional development	

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		for teachers. This training helps educators stay current with the latest research and effective teaching strategies, enhancing their ability to support unduplicated students. For unduplicated students, who often face additional barriers to academic success, a school that implements best practices and a standards-based curriculum provides the structured, equitable, and effective education they need. This approach ensures that all students receive high-quality instruction, support for their diverse needs, and the preparation necessary for future success in college, careers, and beyond.	
4.1	Action: College & Career Center, College/Career Outreach Need: Expanding opportunities for Helix students through Career Technical Education (CTE), Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs aligns seamlessly with our mission to provide a comprehensive and dynamic education that prepares students for success in both higher education and the workforce. Every student possesses unique talents, interests, and career aspirations. By offering a diverse array of educational pathways, we ensure that all students have the opportunity to pursue their passions and achieve their full potential. Whether students excel in academics, technical skills, or creative endeavors, they deserve the chance to thrive and succeed.	Students in unduplicated student groups benefit significantly from a school that implements a College & Career Center and provides college/career outreach. These programs are essential for ensuring that these students have the resources, guidance, and support needed to pursue higher education and career opportunities successfully. Here are several reasons why these initiatives are crucial: Providing Information and Resources: Unduplicated students often lack access to information about college and career options, application processes, financial aid, and scholarship opportunities. A College & Career Center provides a centralized source of information and resources, helping students make informed decisions about their futures. Offering Personalized Guidance: Unduplicated students may require additional support and personalized guidance to navigate the complex	First Generation College Acceptance Participation in College/Career Day, Trades Day & C4ME, UCSD, SDSU Participation in Summer Programs

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	In today's rapidly evolving landscape of higher education and the job market, it's crucial to equip students with the knowledge, skills, and experiences needed to navigate these changes successfully. By exposing students to CTE programs, dual enrollment options, and college and career outreach initiatives, we provide them with not only academic credentials but also practical skills and real-world experiences that make them competitive in today's workforce. At Helix, we firmly believe that access to high-quality educational opportunities should be universal, irrespective of socioeconomic status or geographic location. By expanding access to our expanded school opportunities, we ensure that all students, regardless of background, have the chance to pursue their dreams and achieve success. Collaborating with community colleges, businesses, and industry leaders enriches the educational experience for our students. These partnerships offer invaluable resources, mentorship opportunities, and real-world connections that expose students to a myriad of diverse career pathways. Education extends beyond mere academic achievement; it encompasses personal growth and development. By providing a range of educational programs tailored to different interests and learning styles, we foster the holistic development of our students, nurturing their intellectual curiosity, creativity, and resilience.	processes of college admissions and career planning. College & Career Centers offer counseling services that help students identify their strengths, interests, and goals, and develop individualized plans to achieve them. Enhancing College Readiness: Many unduplicated students face barriers to college readiness, such as academic gaps or lack of preparatory coursework. College & Career Centers can provide academic support, tutoring, and college readiness programs to help students build the skills and knowledge necessary for success in higher education. Facilitating Career Exploration: College & Career Centers offer opportunities for students to explore various career paths through workshops, job shadowing, internships, and career fairs. This exposure helps students understand different professions and make informed decisions about their career aspirations. Supporting Financial Aid Applications: Applying for financial aid can be a daunting process, particularly for students from low-income families. College & Career Centers assist students and their families with completing financial aid forms, such as the FAFSA, and identifying scholarship opportunities, making higher education more accessible and affordable. Building a College-Going Culture: By emphasizing the importance of higher education and providing continuous support, College & Career Centers help create a college-going culture within the	

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	Scope: LEA-wide	school. This culture encourages all students, including those in unduplicated groups, to aspire to and prepare for college. Bridging the Gap to Postsecondary Education: Unduplicated students may face unique challenges in transitioning from high school to college or the workforce. College & Career Centers provide programs and support that bridge this gap, ensuring students have the tools and confidence needed to succeed in their postsecondary endeavors. Engaging Families: College and career outreach programs often include family engagement components, providing information and support to parents and guardians. This involvement helps families understand the importance of higher education and how they can support their children's aspirations. Promoting Equity and Inclusion: College & Career Centers and outreach programs focus on promoting equity by ensuring that all students, regardless of their background, have access to the same opportunities and support. This helps to close opportunity gaps and promote inclusion in higher education and the workforce. Encouraging Early Planning: Early planning is crucial for college and career success. By providing information and support starting in the early years of high school (or even earlier), College & Career Centers encourage students to start thinking about and preparing for their futures well in advance.	

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		For unduplicated students, who often face additional challenges in accessing higher education and career opportunities, a school that implements a College & Career Center and provides college/career outreach is essential. These programs offer the resources, guidance, and support necessary to navigate the complex processes of college admissions and career planning, ensuring that all students have the opportunity to pursue their academic and professional goals.	
4.3	Action: Community College Access Need: Expanding opportunities for Helix students through Career Technical Education (CTE), Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs aligns seamlessly with our mission to provide a comprehensive and dynamic education that prepares students for success in both higher education and the workforce. Every student possesses unique talents, interests, and career aspirations. By offering a diverse array of educational pathways, we ensure that all students have the opportunity to pursue their passions and achieve their full potential. Whether students excel in academics, technical skills, or creative endeavors, they deserve the chance to thrive and succeed. In today's rapidly evolving landscape of higher education and the job market, it's crucial to	Students in unduplicated student groups benefit significantly from a school that offers community college access via dual enrollment and concurrent enrollment programs in high school for several important reasons: Early Exposure to College-Level Courses: Dual enrollment and concurrent enrollment programs allow high school students to take courses at a community college while still in high school. This exposure to college-level coursework helps students understand the academic expectations of higher education and prepares them for the rigor of college courses. Accelerated College Progression: By earning college credits during high school, students can accelerate their progress towards a college degree. This can shorten the time and reduce the cost required to complete a postsecondary education, making college more accessible and affordable for unduplicated students, many of whom may be first-generation college students.	Participation in Dual Enrollment, Concurrent Enrollment and Advanced Placement Pass Rate

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	equip students with the knowledge, skills, and experiences needed to navigate these changes successfully. By exposing students to CTE programs, dual enrollment options, and college and career outreach initiatives, we provide them with not only academic credentials but also practical skills and real-world experiences that make them competitive in today's workforce. At Helix, we firmly believe that access to high-quality educational opportunities should be universal, irrespective of socioeconomic status or geographic location. By expanding access to our expanded school opportunities, we ensure that all students, regardless of background, have the chance to pursue their dreams and achieve success. Collaborating with community colleges, businesses, and industry leaders enriches the educational experience for our students. These partnerships offer invaluable resources, mentorship opportunities, and real-world connections that expose students to a myriad of diverse career pathways. Education extends beyond mere academic achievement; it encompasses personal growth and development. By providing a range of educational programs tailored to different interests and learning styles, we foster the holistic development of our students, nurturing their intellectual curiosity, creativity, and resilience. Scope:	Increased Motivation and Engagement: Participating in dual enrollment programs can increase students' motivation and engagement in their high school education. Knowing that they are earning college credits and working towards their future goals can inspire students to perform at a higher academic level and stay focused on their studies. Smooth Transition to College: Dual enrollment programs provide a smooth transition from high school to college. Students become familiar with the college environment, academic expectations, and campus resources, which can reduce anxiety and help them feel more confident when they begin full-time college studies. Access to Advanced Coursework: Dual enrollment programs often offer advanced coursework and specialized classes that may not be available at the high school level. This allows motivated unduplicated students to challenge themselves academically and explore subjects of interest in greater depth. Support for College Readiness: Participating in dual enrollment programs can enhance students' college readiness skills, including critical thinking, time management, and independent study habits. These skills are essential for success in higher education and beyond. Financial Savings: Dual enrollment programs can save students and their families money by reducing the overall cost of college tuition. By earning credits early, students may be able to	

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	LEA-wide	complete their degree in less time or enter college with advanced standing, potentially lowering their overall tuition expenses. Equity and Access: Dual enrollment programs promote equity by providing all students, regardless of their socioeconomic background or academic history, with opportunities to access college-level coursework and earn college credits. This helps level the playing field and ensure that unduplicated students have the same opportunities for academic success as their peers. Career Exploration: Dual enrollment programs allow students to explore different career paths and academic interests before committing to a specific college or major. This exploration can help unduplicated students make informed decisions about their future educational and career goals. Support for Diverse Learning Needs: Dual enrollment programs often offer flexibility in scheduling and course selection, which can accommodate the diverse learning needs of unduplicated students. This flexibility allows students to balance their academic responsibilities with other commitments, such as work or family obligations. Building Confidence and Self-Efficacy: Successfully completing college-level coursework during high school can boost students' confidence in their academic abilities and their belief in their potential to succeed in college. This increased self-efficacy can have long-lasting positive effects on students' educational and career trajectories.	

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		Partnerships with Community Colleges: Dual enrollment programs foster partnerships between high schools and community colleges, strengthening the educational pipeline and creating opportunities for collaboration that benefit both institutions and their students. In conclusion, dual enrollment and concurrent enrollment programs provide unduplicated students with valuable opportunities to advance their education, gain college experience, and prepare for future success. These programs promote equity, support college readiness, and empower students to achieve their academic and career aspirations.	
4.4	Action: Summer, Intersession, & Alternative Academic Programs Need: Scope: LEA-wide		
4.5	Action: Aspire Program Need: Expanding opportunities for Helix students through Career Technical Education (CTE), Community College Dual Enrollment, College and Career Outreach, and other innovative educational programs aligns seamlessly with	Students in unduplicated student groups benefit greatly from afterschool academic and enrichment programs in high school for several important reasons: Extended Learning Opportunities: Afterschool programs provide additional time for learning beyond the regular school day. This extended time allows students to reinforce their academic skills,	Aspire Attendance

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	our mission to provide a comprehensive and dynamic education that prepares students for success in both higher education and the workforce. Every student possesses unique talents, interests, and career aspirations. By offering a diverse array of educational pathways, we ensure that all students have the opportunity to pursue their passions and achieve their full potential. Whether students excel in academics, technical skills, or creative endeavors, they deserve the chance to thrive and succeed. In today's rapidly evolving landscape of higher education and the job market, it's crucial to equip students with the knowledge, skills, and experiences needed to navigate these changes successfully. By exposing students to CTE programs, dual enrollment options, and college and career outreach initiatives, we provide them with not only academic credentials but also practical skills and real-world experiences that make them competitive in today's workforce. At Helix, we firmly believe that access to high-quality educational opportunities should be universal, irrespective of socioeconomic status or geographic location. By expanding access to our expanded school opportunities, we ensure that all students, regardless of background, have the chance to pursue their dreams and achieve success. Collaborating with community colleges, businesses, and industry leaders enriches the educational experience for our students.	receive homework help, and engage in enrichment activities that complement their classroom learning. Support for Academic Achievement: Unduplicated students may face academic challenges due to various factors such as language barriers, socioeconomic status, or gaps in prior education. Afterschool programs offer targeted academic support, tutoring, and mentoring to help these students improve their grades and academic performance. Personalized Instruction and Small Group Settings: Afterschool programs often feature smaller class sizes and more personalized instruction, which can benefit unduplicated students who may benefit from additional attention and support. This setting allows educators to tailor instruction to meet individual learning needs and promote academic growth. Enrichment and Skill Development: Beyond academic support, afterschool programs offer enrichment activities that help students develop new skills and explore interests outside of the standard curriculum. These activities can include arts, STEM projects, leadership development, career exploration, and sports, fostering well-rounded development. Increasing Engagement and Motivation: Engaging in afterschool activities that align with students' interests and passions can increase their motivation to attend school regularly and participate actively in their education. This	

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	These partnerships offer invaluable resources, mentorship opportunities, and real-world connections that expose students to a myriad of diverse career pathways. Education extends beyond mere academic achievement; it encompasses personal growth and development. By providing a range of educational programs tailored to different interests and learning styles, we foster the holistic development of our students, nurturing their intellectual curiosity, creativity, and resilience. Scope: LEA-wide	heightened engagement can lead to improved attendance, behavior, and academic outcomes. Safety and Supervision: Afterschool programs offer a safe and supervised environment for students during critical hours when parents may still be at work. This safety net ensures that students have structured activities and adult supervision, reducing the likelihood of risky behaviors or unproductive downtime. Family and Community Engagement: Afterschool programs often involve families and community partners in their activities, fostering collaboration and support networks that benefit unduplicated students. This engagement strengthens relationships between schools, families, and the community, enhancing overall student success. Reducing Achievement Gaps: By providing additional academic support and enrichment opportunities, afterschool programs can help close achievement gaps between unduplicated students and their peers. These programs address learning disparities and provide targeted interventions that support academic growth and progress. Supporting Working Families: For families with working parents or guardians, afterschool programs provide essential childcare and academic support that aligns with their work schedules. This support enables parents to focus on their professional responsibilities knowing that their children are in a safe and enriching environment.	

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		In summary, afterschool academic and enrichment programs play a vital role in supporting the academic, social-emotional, and personal development of unduplicated students in high school. These programs offer valuable opportunities for learning, growth, and community engagement, helping students thrive academically and prepare for successful futures.	
5.3	Action: One to One: Chromebook Access Need: Technology is constantly evolving, and staying abreast of advancements and best practices is essential for maintaining relevance and effectiveness. By prioritizing ongoing professional development and infrastructure upgrades, we can ensure that our technology remains current and aligned with the needs and expectations of our school community. In summary, maintaining systematically integrated technology in the Helix culture is essential for preparing students for the future, enhancing learning experiences, fostering efficiency and innovation, promoting equity and access, and supporting continuous improvement throughout our school community. This goal reflects our commitment to leveraging technology as a powerful tool for advancing educational excellence and empowering all students to reach their full potential. Scope:	Students in unduplicated student groups benefit greatly from a schoolwide one-to-one Chromebook program in high school for several important reasons: Bridging the Digital Divide: Unduplicated students often come from low-income families that may not have access to the necessary technology at home. A one-to-one Chromebook program ensures that every student has access to a personal device, thereby bridging the digital divide and providing equal opportunities for learning and engagement. Enhancing Learning Opportunities: Access to Chromebooks allows students to take advantage of a wide range of digital resources and educational tools. This can include online textbooks, interactive learning platforms, educational apps, and virtual labs that enhance the learning experience and provide diverse ways to understand and engage with the curriculum. Supporting Personalized Learning*: With individual Chromebooks, teachers can implement personalized learning strategies more effectively. This allows for differentiated instruction tailored to meet the unique needs of each student, which is	Surveys among students, teachers, and parents to gather feedback on the effectiveness of the one-to-one Chromebook program. Evaluate responses to identify areas of improvement and ensure that the program is meeting the needs of all stakeholders.

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	LEA-wide	particularly beneficial for unduplicated students who may require additional support or enrichment. Increasing Engagement and Motivation: Technology can make learning more engaging and interactive. Chromebooks allow students to participate in multimedia projects, collaborate with peers online, and engage in gamified learning experiences. These opportunities can increase student motivation and make learning more enjoyable. Facilitating Access to Online Resources: Chromebooks provide students with access to a vast array of online resources, including research databases, e-books, and academic journals. This access supports independent learning, critical thinking, and research skills, which are essential for success in higher education and beyond. Preparing for the Future: Proficiency in using digital tools is essential for success in today's technology-driven world. By using Chromebooks regularly, students develop important digital literacy skills, such as typing, online research, digital communication, and data analysis, which are valuable for both college and career readiness. Supporting Collaboration and Communication: Chromebooks facilitate easy communication and collaboration among students and between students and teachers. Tools like Google Workspace for Education allow for real-time collaboration on documents, spreadsheets, and presentations, fostering teamwork and collaborative learning.	

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		Ensuring Continuity of Learning: In cases where students cannot attend school physically, such as during illness or other disruptions (e.g., pandemics), having individual Chromebooks ensures that they can continue their education remotely. This continuity is crucial for maintaining academic progress and minimizing learning loss. Providing Access to Digital Assessments: Chromebooks enable schools to administer digital assessments efficiently. These assessments can provide immediate feedback, helping teachers quickly identify areas where students need additional support and allowing for timely interventions. Supporting Project-Based Learning: Chromebooks allow students to engage in project-based learning, which emphasizes hands-on, real-world applications of knowledge. This approach can be particularly effective for unduplicated students, helping them see the relevance of their education and stay motivated. Enabling Blended Learning Models: Chromebooks support blended learning models, where students can learn partly through online content and partly through face-to-face instruction. This flexibility allows for a more customized and adaptable learning experience, catering to the diverse needs of unduplicated students. Supporting Special Education Needs: Chromebooks come with various accessibility features that support students with special	

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		education needs, such as text-to-speech, speech-to-text, and other assistive technologies. These tools help ensure that all students can participate fully in their education. A schoolwide one-to-one Chromebook program provides unduplicated students with essential access to technology, enhancing their learning experience and ensuring that they have the tools and resources needed to succeed academically. By promoting equity, personalized learning, and digital literacy, such programs prepare students for the challenges of higher education and the workforce, ensuring they have the skills and confidence to thrive in a technology-driven world.	
6.2	Action: Family First: Parent Education & Engagement Need: Research consistently shows that strong parent and community partnerships contribute to improved academic achievement, attendance, behavior, and overall student success. By expanding Helix as a community support center, we can provide students with the support they need to thrive academically, socially, and emotionally. Engaging parents and community members as partners in education empowers them to play an active role in shaping the school environment and supporting student learning. By fostering meaningful engagement opportunities, we can harness the collective expertise, resources, and energy of our community to enrich the educational experience for all. Building strong parent and community partnerships is	Implementing a Family First approach with parent education and engagement in high school is crucial for students in unduplicated student groups for several important reasons: Enhancing Student Achievement: Parental involvement is a key factor in student success. When parents are engaged and informed, they can better support their children's academic efforts. This involvement leads to higher grades, better attendance, and increased motivation among students. Bridging Communication Gaps: Many unduplicated students come from diverse backgrounds, which can include language barriers and cultural differences. Family engagement programs can provide parents with the tools and resources they need to effectively communicate with teachers and school staff, ensuring that they are fully aware of	Family First Attendance, Parent Participation in Activities

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	essential for promoting equity and inclusion within our school community. By actively involving diverse voices and perspectives, we can better understand and address the unique needs and challenges faced by different families, ensuring that all students have access to the support and resources they need to succeed. Helix has the potential to serve as more than just an educational institution; it can also serve as a hub of support and resources for the broader community. By expanding our partnerships and services, we can address the holistic needs of families, promoting community wellbeing and resilience. In summary, maintaining parent and community partnerships and expanding Helix as a community support center is essential for enhancing student success, empowering families, promoting equity and inclusion, fostering community well-being, and ensuring the long-term sustainability of our school. This goal reflects our commitment to collaboration, empowerment, and collective impact in service of our students and the broader community. Scope: LEA-wide	their children's academic progress and school requirements. Empowering Parents with Knowledge: Parent education programs equip parents with the knowledge to support their children's education at home. This can include understanding the curriculum, helping with homework, and knowing how to access additional academic resources. Educated parents can become advocates for their children's education. Creating a Supportive Home Environment: A supportive home environment is essential for student success. Parent education programs can provide strategies for parents to create a positive and conducive learning environment at home. This includes establishing routines, providing a quiet study space, and encouraging reading and learning activities. Building Stronger School-Home Connections: When parents are engaged in their children's education, it strengthens the connection between the school and home. This partnership fosters a collaborative environment where parents and educators work together to support student learning and address any issues that may arise. Addressing Socioeconomic Challenges: Many unduplicated students face socioeconomic challenges that can impact their education. Parent education programs can provide information and resources on how to access financial aid, scholarships, and community services. This support can help alleviate some of the external	

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		pressures that families may face, allowing students to focus more on their studies. Encouraging Higher Education Aspirations: Parents play a significant role in shaping their children's aspirations. By educating parents about the benefits of higher education and the steps needed to achieve it, schools can help foster a college-going culture within families. This encouragement is particularly important for first-generation college students. Supporting Mental and Emotional Health: Parental engagement programs can include education on supporting the mental and emotional health of students. This is critical for unduplicated students who may face additional stressors. Informed parents can better recognize signs of distress and know how to seek appropriate help. A Family First approach that emphasizes parent education and engagement is essential for supporting students in unduplicated student groups. By empowering parents with knowledge, resources, and strategies to support their children's education, schools can create a collaborative and inclusive environment that promotes student success. Engaged parents can help address the unique challenges faced by unduplicated students, ensuring they have the support they need to thrive academically and personally.	
6.3	Action: Summer Conferencing Need:	Students in unduplicated student groups benefit significantly from a school that implements personalized student meetings during summer conferencing in high school. Here are the key	Percentage of Parents participating

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	Research consistently shows that strong parent and community partnerships contribute to improved academic achievement, attendance, behavior, and overall student success. By expanding Helix as a community support center, we can provide students with the support they need to thrive academically, socially, and emotionally. Engaging parents and community members as partners in education empowers them to play an active role in shaping the school environment and supporting student learning. By fostering meaningful engagement opportunities, we can harness the collective expertise, resources, and energy of our community to enrich the educational experience for all. Building strong parent and community partnerships is essential for promoting equity and inclusion within our school community. By actively involving diverse voices and perspectives, we can better understand and address the unique needs and challenges faced by different families, ensuring that all students have access to the support and resources they need to succeed. Helix has the potential to serve as more than just an educational institution; it can also serve as a hub of support and resources for the broader community. By expanding our partnerships and services, we can address the holistic needs of families, promoting community wellbeing and resilience. In summary, maintaining parent and community partnerships and expanding Helix as a community support center is essential for	reasons why these meetings are essential for their academic success and overall development: Personalized Attention and Support: Summer conferencing provides an opportunity for personalized attention that addresses the unique needs of each student. Unduplicated students often face diverse challenges, and one-on-one meetings can help identify specific areas where they need support, whether academically, socially, or emotionally. Early Intervention and Planning: These meetings allow for early identification of potential issues that may affect the student's success in the upcoming school year. Early intervention can include academic support plans, social-emotional resources, and other targeted interventions that can be implemented before problems escalate. Building Strong Relationships: Personalized meetings help build strong relationships between students, teachers, and counselors. These relationships are crucial for creating a supportive school environment where students feel valued and understood. Strong relationships can lead to increased trust and better communication throughout the school year. Setting Goals and Expectations: Summer conferencing allows students to set academic and personal goals for the upcoming school year. By discussing these goals with educators, students can develop a clear understanding of expectations and create a roadmap for achieving them. This	

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	enhancing student success, empowering families, promoting equity and inclusion, fostering community well-being, and ensuring the long-term sustainability of our school. This goal reflects our commitment to collaboration, empowerment, and collective impact in service of our students and the broader community. Scope: LEA-wide	goal-setting process can increase motivation and focus. Enhancing College and Career Readiness: Personalized meetings can focus on college and career readiness, providing unduplicated students with information and resources related to postsecondary education and career planning. This is particularly important for students who may not have access to these resources at home. Providing Social-Emotional Support: Many unduplicated students face social and emotional challenges that can impact their academic performance. Summer conferencing provides a platform to address these issues and connect students with necessary resources, such as counseling or mental health services, before the school year begins. Tailoring Academic Plans: Every student has unique academic needs and strengths. Personalized meetings allow educators to tailor academic plans to suit individual students, ensuring they receive appropriate coursework, support services, and enrichment opportunities that align with their abilities and interests. Involving Families: Summer conferencing can also involve families in the educational process, helping parents understand their child's academic standing and needs. Engaged parents are better equipped to support their child's education at home, creating a more cohesive support system for the student.	

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		Promoting Equity and Inclusion: By providing personalized support and attention, summer conferencing promotes equity and inclusion. It ensures that unduplicated students, who might otherwise be overlooked, receive the necessary resources and interventions to succeed, thereby leveling the playing field. Encouraging Self-Advocacy: Personalized meetings can teach students to advocate for themselves. By discussing their needs, goals, and challenges with educators, students learn to take ownership of their education and communicate effectively about their needs. Reducing Transition Anxiety: Transitioning to a new school year can be stressful for many students, particularly unduplicated students who may face additional challenges. Summer conferencing helps reduce this anxiety by providing a clear plan and support system, making the transition smoother and less daunting. Implementing personalized student meetings during summer conferencing is crucial for the success of unduplicated students in high school. These meetings provide tailored support, early intervention, and relationship-building opportunities that help students start the school year prepared and confident. By addressing academic, social, and emotional needs in a personalized manner, schools can ensure that unduplicated students have the resources and support necessary to thrive.	
6.4	Action: Community Schools	Students in unduplicated student groups benefit significantly from a school that implements	Participation in Events

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	Need: Research consistently shows that strong parent and community partnerships contribute to improved academic achievement, attendance, behavior, and overall student success. By expanding Helix as a community support center, we can provide students with the support they need to thrive academically, socially, and emotionally. Engaging parents and community members as partners in education empowers them to play an active role in shaping the school environment and supporting student learning. By fostering meaningful engagement opportunities, we can harness the collective expertise, resources, and energy of our community to enrich the educational experience for all. Building strong parent and community partnerships is essential for promoting equity and inclusion within our school community. By actively involving diverse voices and perspectives, we can better understand and address the unique needs and challenges faced by different families, ensuring that all students have access to the support and resources they need to succeed. Helix has the potential to serve as more than just an educational institution; it can also serve as a hub of support and resources for the broader community. By expanding our partnerships and services, we can address the holistic needs of families, promoting community wellbeing and resilience. In summary, maintaining parent and community	Community Schools supports in high school. Community Schools provide an integrated approach to education, offering a range of services and resources that address the holistic needs of students and their families. Here are the key reasons why these supports are essential: Addressing Barriers to Learning: Unduplicated students often face various barriers to learning, including poverty, health issues, and lack of access to basic needs. Community Schools offer wraparound services such as healthcare, mental health counseling, and access to nutritious food, which help mitigate these barriers and create a stable environment conducive to learning. Providing Comprehensive Support Services: Community Schools integrate academic support with essential services, such as tutoring, afterschool programs, and mentoring. These services are tailored to meet the diverse needs of unduplicated students, ensuring they receive the comprehensive support necessary to succeed academically and personally. Enhancing Family and Community Engagement: Community Schools actively engage families and the broader community in the educational process. They offer programs and resources that help parents support their children's education, such as parent workshops, family literacy programs, and community resource centers. This engagement fosters a strong support network for students. Promoting Equity and Inclusion: By providing equitable access to resources and opportunities,	

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	partnerships and expanding Helix as a community support center is essential for enhancing student success, empowering families, promoting equity and inclusion, fostering community well-being, and ensuring the long-term sustainability of our school. This goal reflects our commitment to collaboration, empowerment, and collective impact in service of our students and the broader community. Scope: LEA-wide	Community Schools help level the playing field for unduplicated students. They ensure that all students, regardless of their socioeconomic background, have access to high-quality education and the support needed to achieve their full potential. Creating a Positive School Climate: Community Schools foster a positive and inclusive school climate by promoting a sense of belonging and community. They implement restorative practices, peer mentoring, and leadership programs that empower students and create a supportive and respectful school environment. Building Strong Community Partnerships: Community Schools leverage partnerships with local organizations, businesses, and agencies to provide a wide range of services and resources. These partnerships enhance the school's ability to address the comprehensive needs of students and their families, creating a stronger and more resilient community. Encouraging Civic Engagement and Leadership: Community Schools encourage civic engagement and leadership by involving students in community service projects and leadership development programs. These opportunities help students build a sense of agency and responsibility, preparing them to be active and engaged members of their communities. Providing Holistic Education: Community Schools focus on the holistic development of students, addressing not only their academic needs but also	

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		their physical, emotional, and social well-being. This comprehensive approach ensures that students are well-rounded and prepared to succeed in all aspects of their lives. Implementing Community Schools supports in high school is crucial for the success of unduplicated students. These supports provide a comprehensive and integrated approach to education, addressing the diverse needs of students and their families. By offering a wide range of services, fostering family and community engagement, and promoting equity and inclusion, Community Schools create a supportive environment where unduplicated students can thrive academically, socially, and emotionally.	

Limited Actions

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

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2.2	Action: English Learner Program Need: At Helix, we believe that equitable access to high-quality education and resources is essential for improving academic outcomes for all students. Our commitment to innovative and culturally responsive teaching practices aims to enhance student engagement and	Students in unduplicated student groups benefit significantly from a school that implements an English Learner (EL) Program in high school for several important reasons: Academic Support for Language Development: Many unduplicated students are English Language Learners (ELLs) who may need additional support to develop proficiency in English. An EL Program provides targeted instruction in English language	English Learner **Progress **Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	motivation. We recognize that effective collaboration with families and community organizations creates a supportive network for our students. By focusing on equity and data-driven instruction, we can significantly reduce achievement gaps among different student groups. Our dedication to equity and inclusion fosters a school culture where every student feels valued and supported. By prioritizing equity, encouraging collaboration, and embracing innovative practices, we are committed to closing the achievement gap and ensuring that every student has the opportunity to succeed and thrive. Scope: Limited to Unduplicated Student Group(s)	skills, including speaking, listening, reading, and writing. This support is crucial for academic success across all subjects. Access to Content Instruction: EL Programs ensure that ELLs have access to grade-level content instruction that is comprehensible and scaffolded to support language acquisition. This allows students to engage meaningfully in classroom activities, understand academic content, and participate actively in discussions and assignments. Fostering Language Fluency: Consistent exposure to English through an EL Program helps unduplicated students build fluency in the language. As they progress through the program, students develop proficiency levels that enable them to effectively communicate and comprehend academic and social language in various contexts. Promoting Cultural Understanding and Inclusivity: An EL Program celebrates linguistic and cultural diversity, fostering an inclusive school environment where all students feel valued and respected. By acknowledging and respecting students' linguistic backgrounds, the program promotes cultural understanding among peers and educators. Supporting Transition and Adjustment: Many unduplicated students, especially newcomers and recent immigrants, face challenges related to adjusting to a new educational system, language, and cultural norms. An EL Program provides support and resources to ease this transition, helping students acclimate to their new school	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		environment and feel more comfortable and confident. Tailoring Instruction to Individual Needs: EL Programs offer differentiated instruction tailored to the individual needs of ELLs. Educators use strategies such as small-group instruction, language accommodations, visual aids, and technology to address diverse learning styles and language proficiency levels, ensuring that all students can succeed academically. Preparing for College and Career Readiness: Proficiency in English is essential for success in higher education and the workforce. An EL Program prepares unduplicated students for college and career readiness by strengthening their English language skills, academic vocabulary, and critical thinking abilities necessary for academic achievement and future endeavors. Engaging Families in the Education Process: EL Programs involve families in their child's education by providing resources, workshops, and support in multiple languages. Engaged parents can better support their child's learning at home, reinforcing language development and academic progress in partnership with educators. Building Confidence and Self-Efficacy: Through an EL Program, unduplicated students gain confidence in their ability to communicate effectively in English and participate actively in academic and social settings. This increased self-efficacy enhances students' overall academic motivation and engagement.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Addressing Equity and Access: An EL Program promotes equity by ensuring that all unduplicated students, regardless of their language background or proficiency level, have equitable access to educational opportunities and resources. It supports their academic growth and empowers them to achieve their full potential. Supporting Multilingualism and Global Competence: An EL Program values and supports multilingualism as an asset. It prepares unduplicated students to become global citizens who can navigate multicultural contexts, appreciate diverse perspectives, and contribute to a globalized society through their linguistic and cultural competencies. Implementing an English Learner Program in high school is essential for supporting the academic, linguistic, and socio-emotional needs of unduplicated students who are English Language Learners. The program ensures that these students receive the necessary support, resources, and opportunities to achieve academic success, develop proficiency in English, and prepare for future educational and career pathways in an inclusive and supportive school environment.	

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

Additional Concentration Grant Funding

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

With the additional \$509,893 Concentration Grant Funding, targeted for unduplicated students, Helix plans to implement a series of programs and staffing enhancements to support academic success and well-being. Here's a detailed breakdown of how the funds can be allocated and the expected impact of each initiative:

1. Assistant Manager of Academic Support Program

Objective: To support incoming 9th grade students in their transition to high school, ensuring they have the academic and social skills needed to succeed.

Funding Allocation: Salary and benefits for the Assistant Manager. Program resources and materials for academic support activities.

Expected Impact:

- Improved academic performance and engagement among 9th graders.
- Smooth transition to high school, reducing dropout rates and increasing retention.
- Enhanced early identification and support for at-risk students.

2. Continued Addition of Wellness Center Staffing

Objective: To provide comprehensive mental health and wellness support to all students, addressing emotional, social, and psychological needs.

Funding Allocation: Salaries and benefits for additional wellness center staff.

Expected Impact:

- Improved student mental health and well-being.
- Increased access to counseling and support services.
- Better coping mechanisms and reduced incidents of behavioral issues.

3. The DEN – Before and After School Academic Enrichment and Support

Objective: To offer academic enrichment and support outside of regular school hours, providing a safe and productive environment for learning.

Funding Allocation: Staffing for the DEN (teachers, tutors, supervisors). Materials and resources for academic enrichment activities.

Expected Impact:

- Enhanced academic performance through additional learning opportunities.
- Increased student engagement and reduced achievement gaps.
- Safe and supportive environment for students during critical hours.

4. Designated English Language Development (DELDT) Course for Redesignated English Learners and Long Term ELs

Objective: To provide focused instruction on state-adopted ELD standards to help English Learners develop critical English language skills

necessary for academic content learning in English.

Funding Allocation: Salary for a Teacher on Special Assignment (TOSA) to instruct the DELD course. Curriculum materials and resources for DELD instruction.

Expected Impact:

- Improved English proficiency among English Learners.
- Higher academic achievement as language skills improve.
- Better integration of English Learners into the general curriculum.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	32,525,054	6,417,031	19.730%	0.000%	19.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$39,512,404.00	\$5,730,771.00	\$995,956.00	\$1,233,566.00	\$47,492,618.00	\$36,750,262.00	\$10,742,356.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Team Support	All	No			All Schools		\$3,058,058.00	\$30,000.00	\$2,802,788.00	\$285,270.00	\$0.00	\$0.00	\$3,088,058.00	
1	1.2	Wellness Center Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$680,029.00	\$42,000.00	\$488,194.00	\$233,835.00	\$0.00	\$0.00	\$722,029.00	
1	1.3	School Safety	All	No			All Schools		\$1,058,269.00	\$85,000.00	\$1,143,269.00	\$0.00	\$0.00	\$0.00	\$1,143,269.00	
1	1.4	Positive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$229,805.00	\$80,000.00	\$309,805.00	\$0.00	\$0.00	\$0.00	\$309,805.00	
1	1.5	School Facilities - Grounds/Maintenance/Custodial	All	No			All Schools		\$2,385,601.00	\$2,149,754.00	\$3,735,355.00	\$500,000.00	\$300,000.00	\$0.00	\$4,535,355.00	
1	1.6	Green Schools & Sustainability Initiatives							\$64,496.00	\$301,179.00	\$291,179.00	\$74,496.00	\$0.00	\$0.00	\$365,675.00	
1	1.7	Co-Curricular & Extra Supports	All	No			All Schools		\$1,724,323.00	\$310,000.00	\$1,611,553.00	\$422,770.00	\$0.00	\$0.00	\$2,034,323.00	
2	2.1	Academic Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,944,506.00	\$3,000.00	\$1,094,464.00	\$820,151.00	\$32,891.00	\$0.00	\$1,947,506.00	
2	2.2	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$437,837.00	\$20,000.00	\$405,949.00	\$33,458.00	\$0.00	\$18,430.00	\$457,837.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Helix First: 9th Grade Transition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$775,601.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$775,601.00	\$777,101.00	
2	2.4	Summer Institute	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$49,337.00	\$5,000.00	\$5,000.00	\$49,337.00	\$0.00	\$0.00	\$54,337.00	
2	2.5	Double-Dosed Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$913,975.00	\$0.00	\$913,975.00	\$0.00	\$0.00	\$0.00	\$913,975.00	
2	2.6	Schoolwide Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$500,762.00	\$3,000.00	\$284,485.00	\$219,277.00	\$0.00	\$0.00	\$503,762.00	
3	3.1	Instructional Curriculum Materials & Supplies	All	No			All Schools		\$97,847.00	\$450,971.00	\$363,818.00	\$185,000.00	\$0.00	\$0.00	\$548,818.00	
3	3.2	Schoolwide Literacy & Numeracy		Yes	LEA-wide		All Schools		\$406,951.00	\$60,000.00	\$466,951.00	\$0.00	\$0.00	\$0.00	\$466,951.00	
3	3.3	Best Practices & Standards Based Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$730,491.00	\$150,000.00	\$792,780.00	\$0.00	\$0.00	\$87,711.00	\$880,491.00	
3	3.4	Teachers and Staffing (Base Program)	All	No			All Schools		\$15,340,817.00	\$1,599,343.00	\$16,440,160.00	\$446,850.00	\$53,150.00	\$0.00	\$16,940,160.00	
3	3.5	Special Education Services	All	No			All Schools		\$348,126.00	\$3,708,902.00	\$3,668,902.00	\$388,126.00	\$0.00	\$0.00	\$4,057,028.00	
4	4.1	College & Career Center, College/Career Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$357,298.00	\$206,000.00	\$238,350.00	\$143,948.00	\$181,000.00	\$0.00	\$563,298.00	
4	4.2	Career and Technical Education Program	All	No			All Schools		\$1,666,061.00	\$150,000.00	\$760,268.00	\$929,191.00	\$50,000.00	\$76,602.00	\$1,816,061.00	
4	4.3	Community College Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,287,507.00	\$50,000.00	\$937,870.00	\$0.00	\$378,915.00	\$20,722.00	\$1,337,507.00	
4	4.4	Summer, Intersession, & Alternative Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$314,969.00	\$131,144.00	\$240,996.00	\$205,117.00	\$0.00	\$0.00	\$446,113.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Aspire Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$204,500.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$254,500.00	\$254,500.00	
5	5.1	Information Technology Support Services	All	No			All Schools		\$1,559,574.00	\$0.00	\$1,559,574.00	\$0.00	\$0.00	\$0.00	\$1,559,574.00	
5	5.2	Information Technology Hardware & Modernization					All Schools		\$0.00	\$434,388.00	\$227,753.00	\$206,635.00	\$0.00	\$0.00	\$434,388.00	
5	5.3	One to One: Chromebook Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$444,675.00	\$0.00	\$444,675.00	\$0.00	\$0.00	\$444,675.00	
5	5.4	Schoolwide Technology Platforms	All	No			All Schools		\$0.00	\$236,500.00	\$236,500.00	\$0.00	\$0.00	\$0.00	\$236,500.00	
6	6.1	Parent/Guardian Outreach, Support, & Engagement	All	No			All Schools	Yearlong	\$66,966.00	\$30,000.00	\$96,966.00	\$0.00	\$0.00	\$0.00	\$96,966.00	
6	6.2	Family First: Parent Education & Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$70,346.00	\$10,000.00	\$80,346.00	\$0.00	\$0.00	\$0.00	\$80,346.00	
6	6.3	Summer Conferencing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$333,575.00	\$0.00	\$333,575.00	\$0.00	\$0.00	\$0.00	\$333,575.00	
6	6.4	Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$142,635.00	\$0.00	\$0.00	\$142,635.00	\$0.00	\$0.00	\$142,635.00	

2026-27 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
32,525,054	6,417,031	19.730%	0.000%	19.730%	\$6,594,240.00	0.000%	20.274 %	Total:	\$6,594,240.00
								LEA-wide Total:	\$6,188,291.00
								Limited Total:	\$405,949.00
								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	1.2	Wellness Center Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$488,194.00	
1	1.4	Positive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income		\$309,805.00	
1	1.5	School Facilities - Grounds/Maintenance/Custodial				All Schools	\$3,735,355.00	
2	2.1	Academic Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,094,464.00	
2	2.2	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$405,949.00	
2	2.3	Helix First: 9th Grade Transition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.4	Summer Institute	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,000.00	

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 (%)
					Low Income			
2	2.5	Double-Dosed Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$913,975.00	
2	2.6	Schoolwide Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,485.00	
3	3.2	Schoolwide Literacy & Numeracy	Yes	LEA-wide		All Schools	\$466,951.00	
3	3.3	Best Practices & Standards Based Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$792,780.00	
4	4.1	College & Career Center, College/Career Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,350.00	
4	4.3	Community College Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$937,870.00	
4	4.4	Summer, Intersession, & Alternative Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,996.00	
4	4.5	Aspire Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
5	5.3	One to One: Chromebook Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
6	6.2	Family First: Parent Education & Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$80,346.00	
6	6.3	Summer Conferencing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$333,575.00	
6	6.4	Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$44,017,447.00	\$46,306,593.98

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	\$2,958,687.00	\$2,626,057.19
1	1.2	Wellness Center Program	Yes	\$693,260.00	\$769,939.71
1	1.3	School Safety	No	\$1,038,498.00	\$1,079,618.58
1	1.4	Positive School Culture	Yes	\$300,083.00	\$223,703.20
1	1.5	School Facilities - Grounds/Maintenance/Custodial	No	\$3,922,431.00	\$4,930,009.63
1	1.6	Green Schools & Sustainability Initiatives		\$362,946.00	\$262,815.70
1	1.7	Co-Curricular & Extra Supports	No	\$1,911,375.00	\$1,997,065.80
2	2.1	Academic Support Program	Yes	\$1,656,186.00	\$1,899,506.48
2	2.2	English Learner Program	Yes	\$439,313.00	\$468,419.44
2	2.3	Helix First: 9th Grade Transition Program	Yes	\$744,289.00	\$650,318.65
2	2.4	Summer Institute	Yes	\$52,250.00	\$35,795.52

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	2.5	Double-Dosed Math	Yes	\$875,309.00	\$1,002,700.77
2	2.6	Schoolwide Equity	Yes	\$482,577.00	\$384,618.33
3	3.1	Instructional Curriculum Materials & Supplies	No	\$544,678.00	\$380,528.19
3	3.2	Schoolwide Literacy & Numeracy	Yes	\$449,735.00	\$390,093.91
3	3.3	Best Practices & Standards Based Curriculum	Yes	\$849,587.00	\$1,295,006.65
3	3.4	Teachers and Staffing (Base Program)	No	\$16,290,983.00	\$15,362,583.28
3	3.5	Special Education Services	No	\$3,367,373.00	\$3,375,988.34
4	4.1	College & Career Center, College/Career Outreach	Yes	\$487,182.00	\$559,399.62
4	4.2	Career and Technical Education Program	No	\$1,445,578.00	\$2,696,616.38
4	4.3	Community College Access	Yes	\$1,283,038.00	\$1,558,152.34
4	4.4	Summer, Intersession, & Alternative Academic Programs	Yes	\$432,788.00	\$266,095.00
4	4.5	Aspire Program	Yes	\$254,500.00	\$277,403.61
5	5.1	Information Technology Support Services	No	\$1,493,596.00	\$1,524,676.59
5	5.2	Information Technology Hardware & Modernization		\$434,388.00	\$1,077,032.30

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)
5	5.3	One to One: Chromebook Access	Yes	\$404,250.00	\$407,465
5	5.4	Schoolwide Technology Platforms	No	\$215,000.00	\$225,250.95
6	6.1	Parent/Guardian Outreach, Support, & Engagement	No	\$94,133.00	\$94,872.07
6	6.2	Family First: Parent Education & Engagement	Yes	\$77,370.00	\$125,828.96
6	6.3	Summer Conferencing	Yes	\$319,463.00	\$359,031.79
6	6.4	Community Schools	Yes	\$136,601.00	0

2025-26 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)
\$6,328,004	\$6,594,240.00	\$7,121,895.67	(\$783,909.67)	0.000%	0.000%	0.000%

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	1.2	Wellness Center Program	Yes	\$468,260.00	\$626,036.18		
1	1.4	Positive School Culture	Yes	\$300,083.00	\$176,170.62		
2	2.1	Academic Support Program	Yes	\$839,231.00	\$1,621,326.13		
2	2.2	English Learner Program	Yes	\$389,621.00	\$455,527.96		
2	2.3	Helix First: 9th Grade Transition Program	Yes	\$212,445.00	\$5,343.34		
2	2.4	Summer Institute	Yes	\$5,000.00	\$5,000		
2	2.5	Double-Dosed Math	Yes	\$875,309.00	\$916,262.40		
2	2.6	Schoolwide Equity	Yes	\$272,577.00	\$319,750.94		
3	3.2	Schoolwide Literacy & Numeracy	Yes	\$449,735.00	\$390,093.91		
3	3.3	Best Practices & Standards Based Curriculum	Yes	\$765,587.00	\$770,511.18		
4	4.1	College & Career Center, College/Career Outreach	Yes	\$229,324.00	\$126,360.90		
4	4.3	Community College Access	Yes	\$898,193.00	\$1,090,113.23		
4	4.4	Summer, Intersession, & Alternative Academic Programs	Yes	\$235,788.00	\$145,779.95		

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	4.5	Aspire Program	Yes	\$0.00	\$0		
5	5.3	One to One: Chromebook Access	Yes	\$0.00	\$0		
6	6.2	Family First: Parent Education & Engagement	Yes	\$77,370.00	\$125,230.67		
6	6.3	Summer Conferencing	Yes	\$319,463.00	\$348,388.26		
6	6.4	Community Schools	Yes	\$0.00	\$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$30,128,778	\$6,328,004	0	21.003%	\$7,121,895.67	0.000%	23.638%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32627\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

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