

Helix High

Charter Renewal Petition



Submitted to the Grossmont Union High School District

for a Five Year Term

July 1, 2020 – June 30, 2025

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INTRODUCTION

The 2019-2020 school year marks Helix Charter High School's 22nd year as a charter school, its 20th year as a directly funded charter, and its 13th year as a nonprofit public benefit corporation with 501(c)(3) tax-exempt status and its own employer of record. This charter renewal is the fifth reauthorization Helix Charter High School (“HCHS” or the “Charter School”) has submitted to the Grossmont Union High School District (“GUHSD” or the “District”).

HCHS serves a wonderfully diverse school community of approximately 2,500 students. Two hundred faculty and staff provide our students with powerful learning experiences to help students gain the knowledge, skills, and insights that enable students to make connections that transform their relationship to self, others, and the world.

Built in 1952, Helix High School has served the local community for more than 65 years and has a strong tradition of excellence in many areas, including academics, arts, and athletics. HCHS staff, students, parents, and community members work collaboratively to ensure students reach their full potential.

Helix High School was one of the first high schools in California to convert from a traditional comprehensive high school to a charter high school. The conversion occurred in 1997-98, and HCHS became California's 150th charter school. At that time, HCHS staff made a commitment to effective collaboration and innovation and making sure that **all students** are prepared for the opportunity to attend college, should they so choose. As such, HCHS boasts a rigorous curriculum, as well as a comprehensive student support system that makes it possible for students to push themselves toward higher goals and aspirations. In order to graduate from HCHS, all students must meet the challenging University of California (“UC”) and California State University (“CSU”) “A-G” course requirements, which include all of the courses needed to be eligible to apply to attend a public college or university in California.

Students are also able to select Honors and Advanced Placement classes, as well as courses offered through our community college Dual Enrollment Program. Dual enrollment courses allow our students to take college courses on the HCHS campus, fulfilling high school graduation requirements while also earning actual college credits. Moreover, students also have access to Career and Technical Education (“CTE”) programs that provide opportunities for career exploration in areas such as computer science, sports medicine, business/entrepreneurship, education, and engineering.

HCHS recognizes that challenging all students with high academic expectations is not enough. It is equally important to offer students an extensive student support system to help students meet these high college preparatory expectations. HCHS focuses attention and support on struggling students and underserved student populations that traditional school systems too often sell short or ignore. As such, HCHS has dedicated tremendous resources in time, energy, and money to make sure that an effective pyramid of interventions is in place to ensure that all students can meet HCHS’s extensive college preparatory graduation requirements. HCHS is committed to reviewing and refining this multi-tiered system of supports and services as the academic and social-emotional needs of our students evolve.

Furthermore, HCHS recognizes that teaching and learning do not only occur within the four walls of our classrooms. HCHS provides our students with extensive extra-curricular and co-curricular programs. Helix's athletic program is one of the largest and most successful programs in Southern California. The program offers numerous boys' and girls' sports at the freshman, junior varsity, and varsity levels. The Performing Arts Department is an award-winning program that provides many co-curricular performing opportunities in dance, drama-theater, instrumental music, speech-debate, and vocal music. There are also numerous clubs and organizations that meet students' interests and passions. All of these extra-curricular and co-curricular opportunities are intended to connect students to HCHS, as students who feel connected to their school tend to perform better academically. As such, HCHS promotes the importance of a well-rounded education and encourages students to learn and succeed inside and outside of the classroom.

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

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic

performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

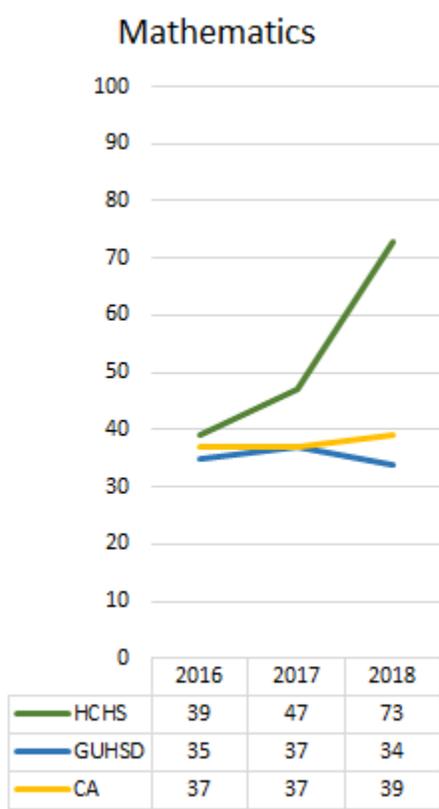
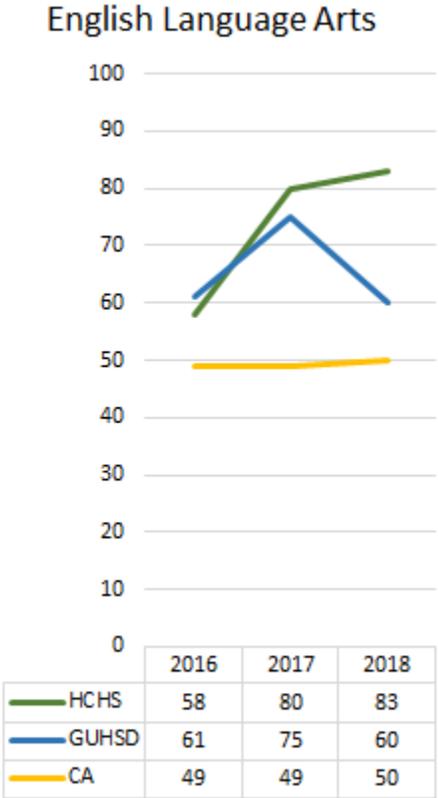
AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

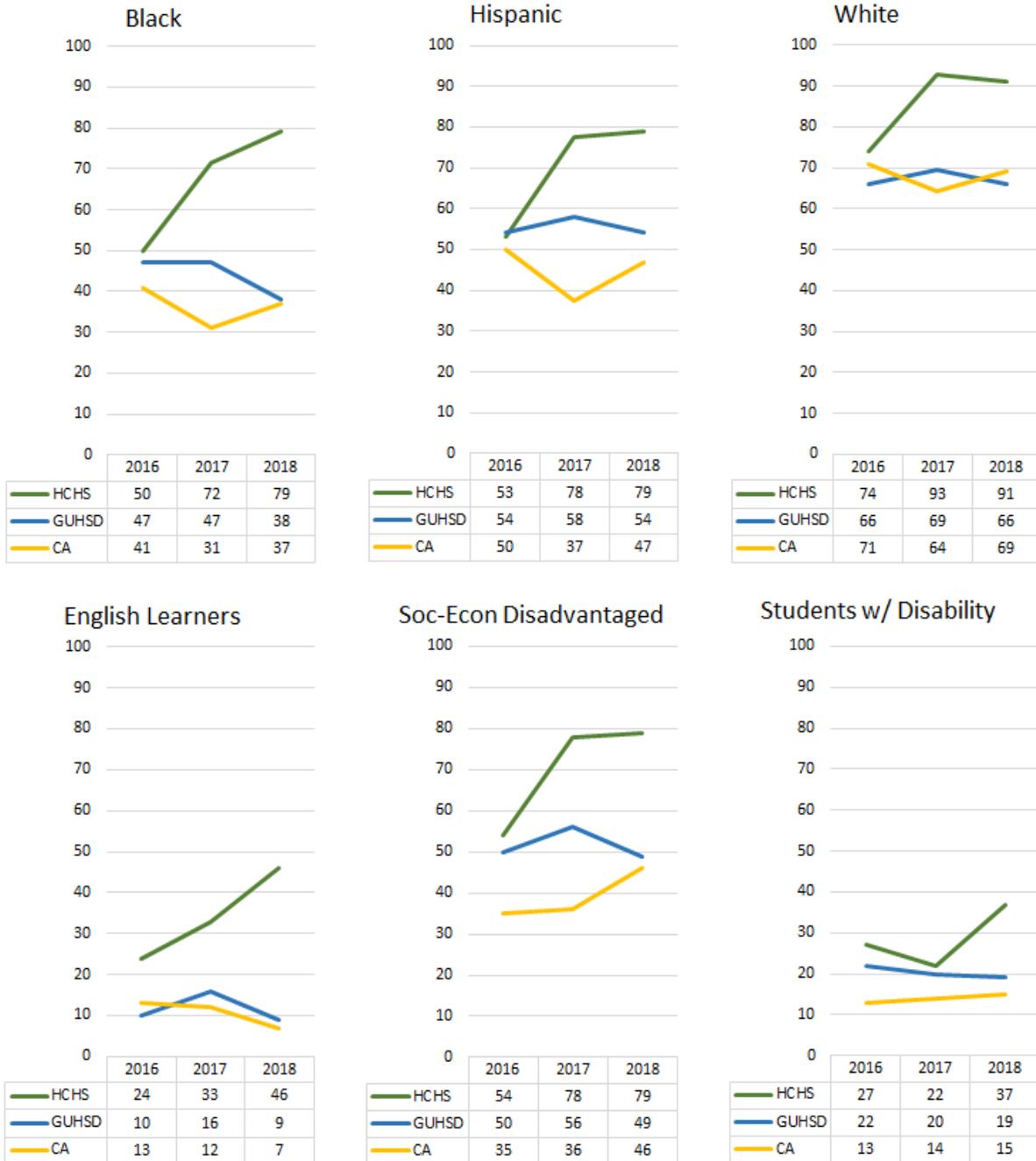
This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports):

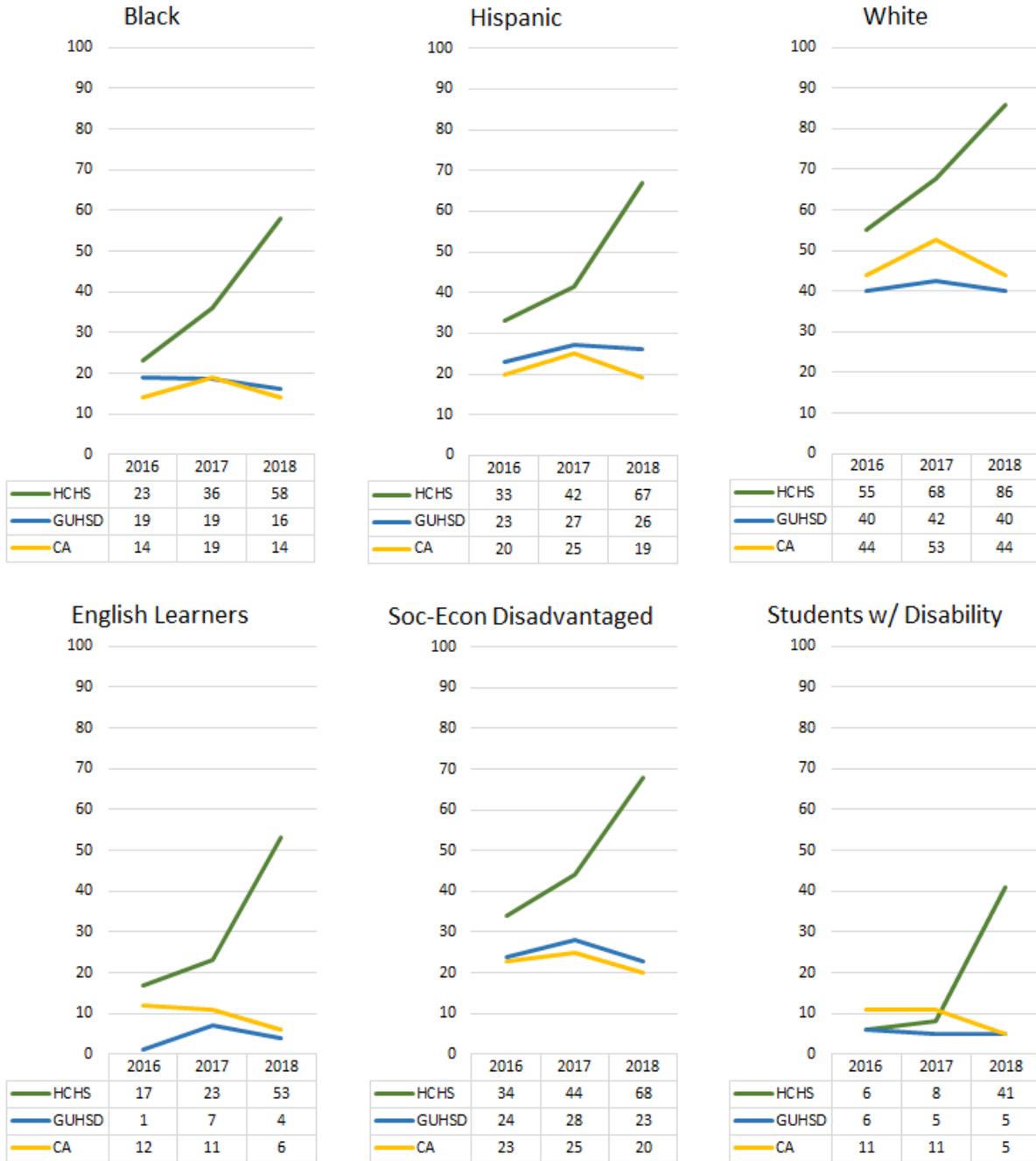
2016-18 Percentage of Students Scoring at Standard Met or Standard Exceeded for California Assessment of Student Performance and Progress (“CAASPP”) English Language Arts and Mathematics for All Students



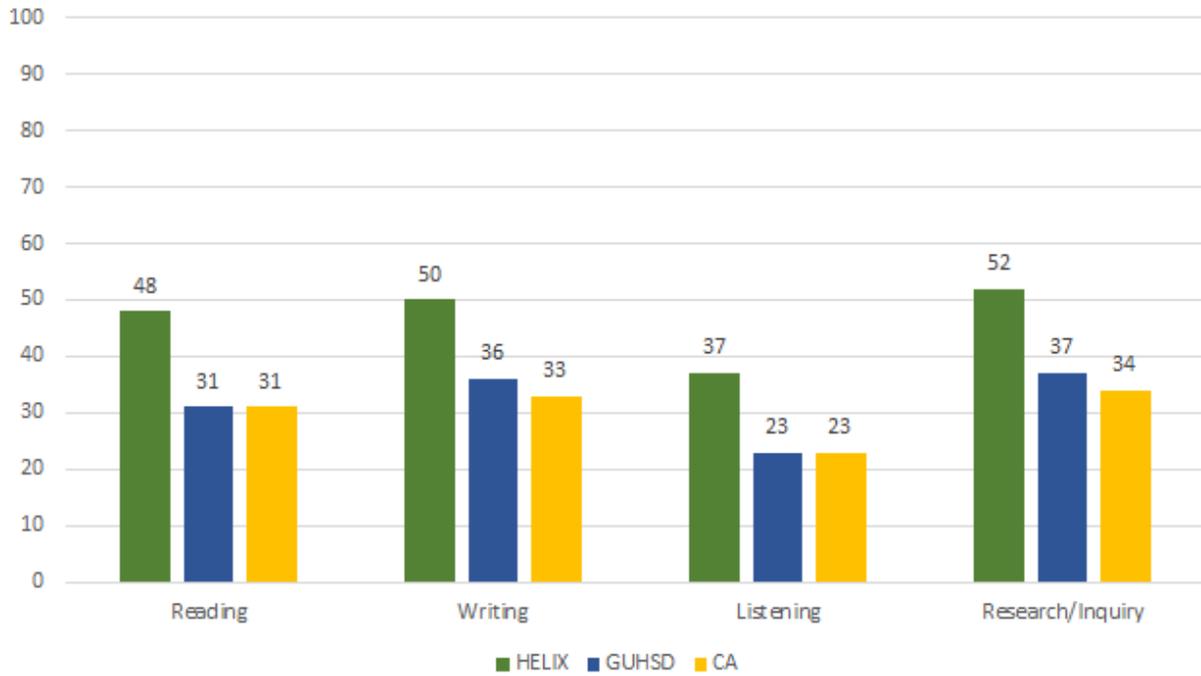
2016-18 Percentage of Students Scoring Standard Met or Standard Exceeded on CAASPP English Language Arts by Subgroup



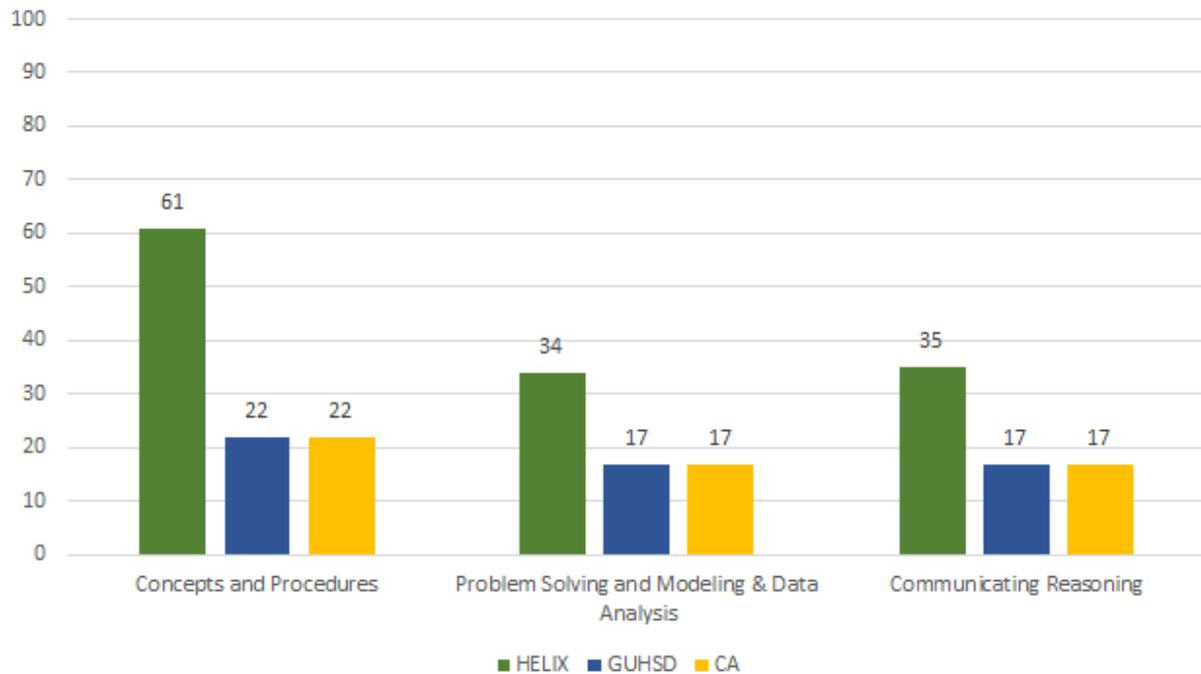
2016-18 Percentage of Students Scoring Standard Met or Standard Exceeded on CAASPP Mathematics by Subgroup



2018 Percentage Comparison of All Students At or Above Standard on CAASPP ELA Claims



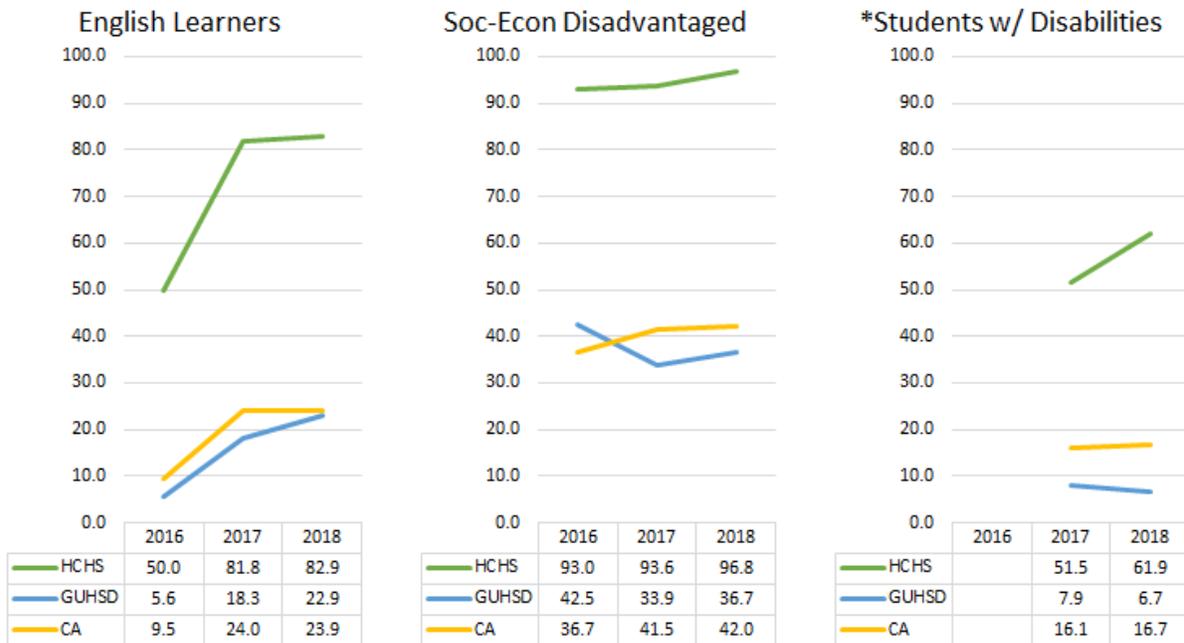
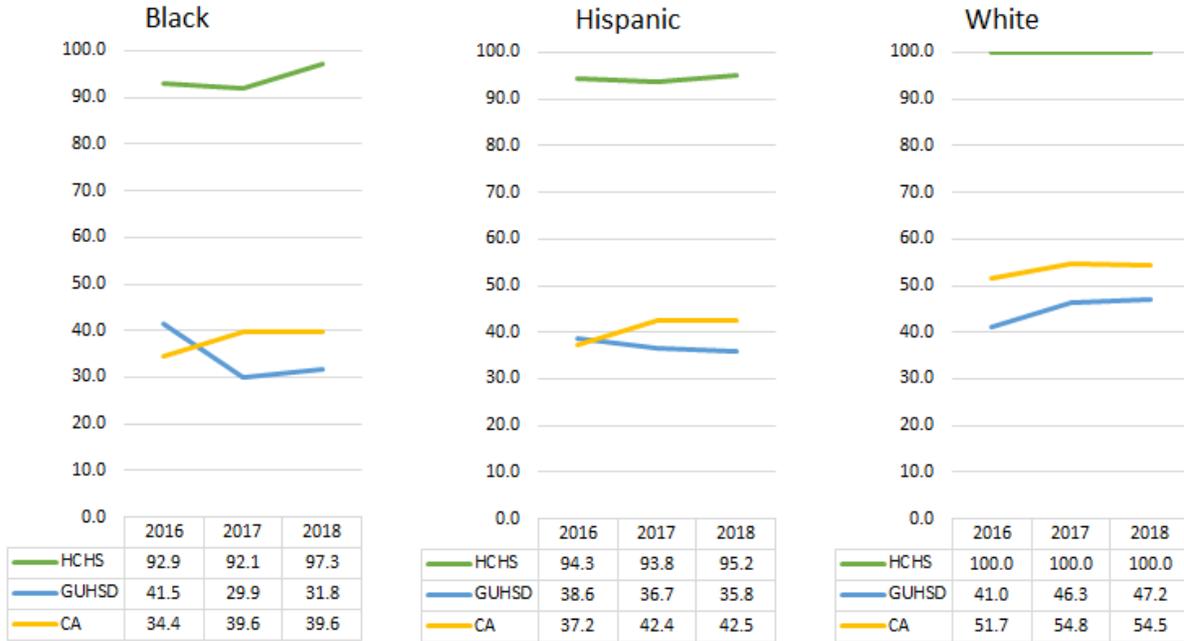
2018 Percentage Comparison of All Students At or Above Standard on CAASPP Math Claims



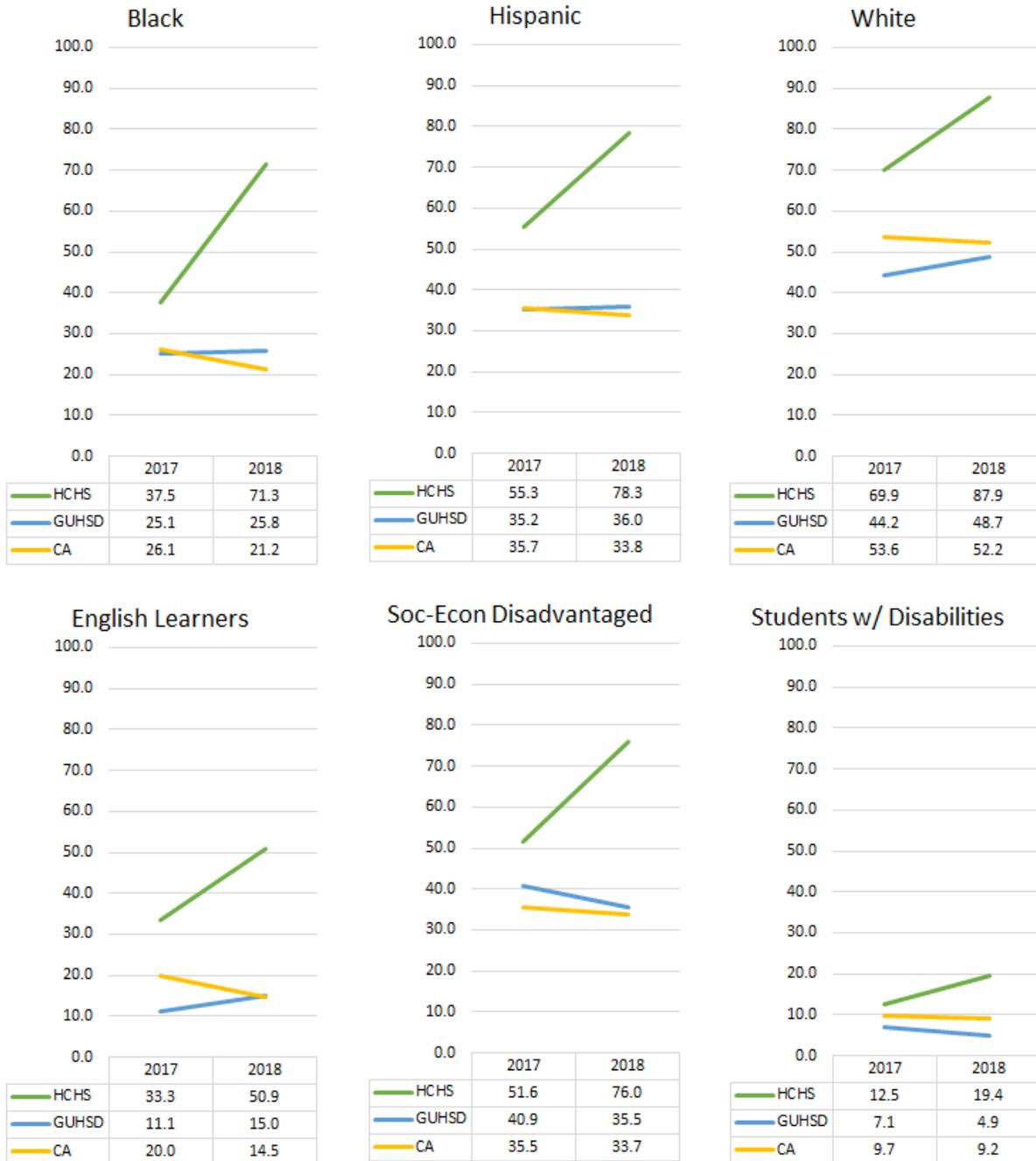
2016-18 Percentage of Student Graduation Rates by Subgroup



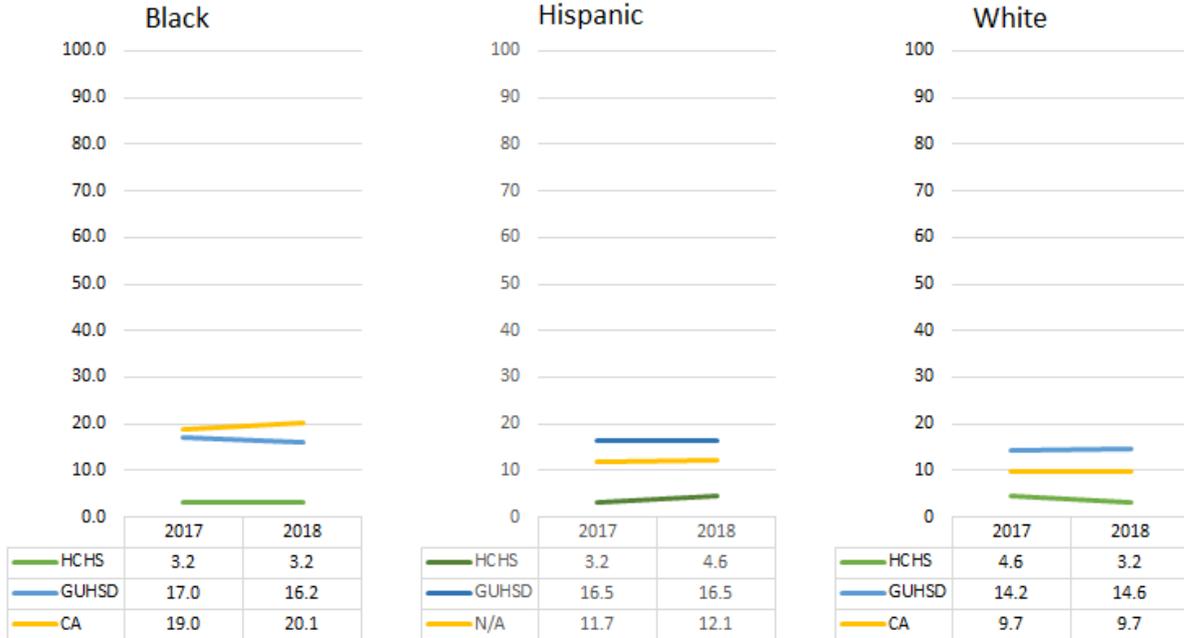
2016-18 Percentage of Students Completing UC/CSU A-G Requirements by Subgroup



2016-18 Percentage of Students Meeting California's College Readiness Requirements by Subgroup



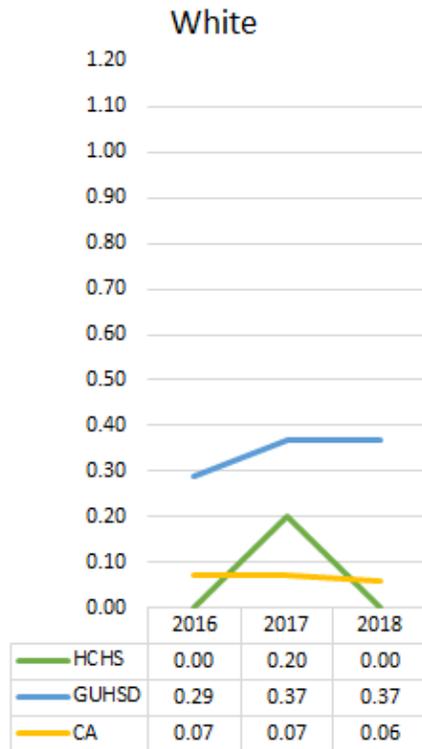
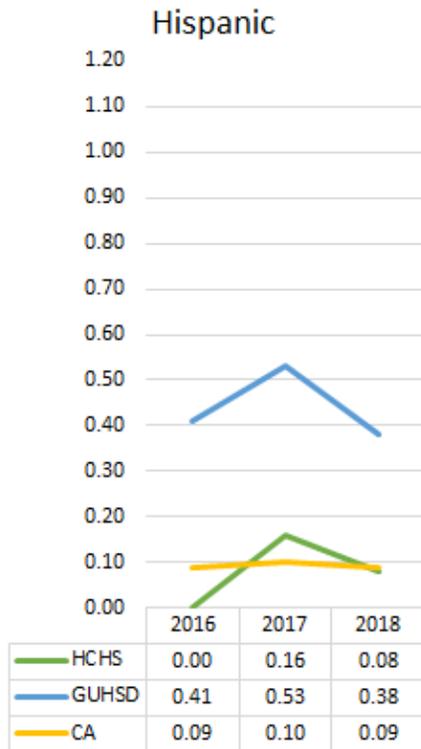
2016-18 Percentage of Student Chronic Absentee Rates by Subgroup



2016-18 Percentage of Student Suspension Rates by Subgroup



2016-18 Percentage of Student Expulsion Rates by Subgroup



Below find a comparison of Helix CAASPP scores to specific GUHSD schools the charter school pupils would otherwise have been required to attend and the composition of the pupil population in these schools are similar to Helix. The vast majority of students attending Helix would otherwise attend Grossmont High School and Mount Miguel High School due to geographic proximity to Helix. Granite Hills High School is included because its student population is most similar to Helix's. Grossmont is included not only because has an attendance boundary which overlaps Helix's but also because it has a similar student population.

**Similar School Comparison of 2016-18 Percentages of Students Scoring
at Standard Met or Exceeded for CAASPP English Language Arts for All Students**

School	2016	2017	2018	2018 % Growth/Decline
Helix	58.0	80.1	82.7	+ 1.7
Granite Hills	59.0	66.5	46.3	- 20.2
Grossmont	65.0	67.3	71.5	+ 4.2
Mount Miguel	59.0	48.2	42.3	- 5.9

**Similar School Comparison of 2016-18 Percentages of Students Scoring
at Standard Met or Exceeded for CAASPP Math for All Students**

School	2016	2017	2018	2018 % Growth/Decline
Helix	39.0	47.0	72.8	+ 25.8
Granite Hills	43.0	45.5	35.7	- 9.8
Grossmont	34.0	34.2	36.8	+ 2.6
Mount Miguel	23.0	16.1	10.7	- 5.4

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Kevin Osborn, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Helix High , located within the boundaries of the Grossmont Union High School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, Helix High will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. Helix High will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non--charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Helix High School declares that it will be deemed the exclusive public school employer of the employees of Helix High for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. Helix High will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Helix High will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Helix High will admit all students who wish to attend Helix High unless Helix High receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to Helix High shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Helix High in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. Helix High will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. Helix High will adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

8. Helix High will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. Helix High will ensure that teachers at Helix High hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(1)]
10. Helix High will at all times maintain all necessary and appropriate insurance coverage.
11. If a pupil is expelled or leaves Helix High without graduating or completing the school year for any reason, Helix High shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Helix High within 30 days if Helix High demonstrates that the pupil had been enrolled in Helix High. [Ref. Education Code Section 47605(d)(3)]
12. Helix High may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Helix High. [Ref. Education Code Section 47605(n)]
13. Helix High shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
14. Helix High shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
15. Helix High shall on a regular basis consult with its parents and teachers regarding Helix High's education programs. [Ref. Education Code Section 47605(c)]
16. Helix High shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
17. Helix High shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
18. Helix High shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

19. Helix High School shall comply with the Ralph M. Brown Act.
20. Helix High School shall comply with the Public Records Act.
21. Helix High shall comply with the Family Educational Rights and Privacy Act.
22. Helix High School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
23. Helix High School shall comply with the Political Reform Act.
24. Helix High shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
25. Helix High will comply with all applicable Local Control and Funding Formula (LCFF”) and Local Control and Accountability Plan (“LCAP”) requirements.

Signature

Date

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Helix Charter High School is a college preparatory charter high school dedicated to supporting each student in the achievement of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility to prepare the student for success in adult life, college, and career. HCHS will provide the academic background and experience that will prepare students to perform successfully in college. All students will graduate with the courses necessary to enter college either right after high school or, if they choose, later in life.

The Charter School will offer all students a range of educational choices developed to give them flexibility to design a personal program of study. Student needs and interests vary, so the time students take to complete their program of study will vary; some students will take more than four years to graduate, some will take fewer.

Mission Statement

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

Vision Statement

In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Main Purpose

Provide students with powerful learning experiences that help them gain the knowledge, skills,

and insights that enable our students to make connections that transform their relationship to self, others, and the world.

I. Leadership

Highly productive schools require visionary leaders who are able to build a shared direction for the educational community. HCHS visionary leaders:

- a. Promote the Charter School's mission, vision, and purpose
- b. Provide a sense of direction
- c. Are dedicated to continuous improvement
- d. Provide ongoing professional development to support school improvement
- e. Facilitate teacher participation in the decision-making process
- f. Promote and maintain a professional environment
- g. Encourage positive relationships between staff, students, parents and the community

II. Staff

Providing the best possible education for students hinges on having the very best teachers and staff. Recognizing this, HCHS is committed to hiring, training and retaining the highest quality personnel. HCHS staff members:

- a. Are committed to the Charter School's mission, vision, and purpose for all students
- b. Have high expectations for student achievement and create conditions to promote that success
- c. Regularly work collaboratively in teams on curriculum and instruction and take collective responsibility to improve student achievement
- d. Model continuous learning, respect for one another, teamwork and ethical behavior
- e. Strive to motivate students to reach their fullest potential
- f. Treat students as respected individuals with unique interests
- g. Recognize and are sensitive to the values of the diverse cultures of the student population.

III. Students

In schools that educate all students to their highest potential, the effectiveness of a school is based on the conduct, character and achievement of its students. HCHS students:

- a. Are committed to the Charter School's mission, vision, and purpose
- b. Are empowered to make choices, set challenging goals and take responsibility for their learning, as they become productive adults in a diverse community.
- c. Participate in and take responsibility for maintaining a safe, clean and respectful educational environment
- d. Form partnerships with their teachers in working to realize their full potential
- e. Believe in themselves, take pride in their achievements and become actively involved in school activities.

IV. School Climate

Schools that are highly effective ensure an orderly yet inviting climate that is conducive to learning and protects the sanctity of instructional time. At HCHS:

- a. There is commitment to continued improvement in maintaining the Charter School's mission, vision, and purpose as our number one priority
- b. There is a high level of respect shown to staff, students and parents which makes the Charter School desirable place to work and learn
- c. All teachers are educational leaders who are involved in decisions concerning the total operation of the Charter School including decisions related providing students and staff with a safe and supportive environment
- d. Student education and discipline are corrective rather than punitive
- e. School facilities are a source of pride for the staff
- f. There is open communication among all stakeholders

V. Parents/Guardians and Community

In highly productive schools, the entire community takes ownership for the quality and results of the educational program. Our parents, community members, businesses and government agencies participate as partners in making our educational program successful. At HCHS:

- a. Parents/Guardians work as partners with teachers to emphasize the importance of education
- b. Communication between the Charter School staff, students, parents/guardians and the community is continuous and delivered through multiple media
- c. Diverse cultures and languages are embraced
- d. Effective articulation between partner elementary districts, community colleges and universities is ongoing
- e. Parents/guardians and community members utilize Charter School resources as a venue for support and assistance

Values and Beliefs

At Helix Charter High School:

1. We believe that all students can learn and become contributing members of society.
2. We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.
3. We value the diverse ideas, values, and cultures that enrich our school system.
4. We value a safe and supportive learning environment that promotes student achievement.
5. We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.
6. We believe that the success of the Charter School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards,

- expectations, and performances.
7. We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.
 8. We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of the Charter School.
 9. We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with the Charter School.

What it Means to be an Educated Person in the 21st Century

Educated graduates from HCHS will have the requisite literacy and numeracy skills needed to succeed in the 21st century. Student learning will focus on the skills related to reading, research/inquiry, listening, writing, grasping mathematical concepts & procedures, problem solving, modeling & data analysis, and communicating reasoning. These skills will be developed throughout the curriculum. These skills will enable students to communicate effectively, think constructively, make informed decisions and be functional producers.

In the 21st century, it is essential for schools to enable students to become self-motivated, competent, lifelong learners by developing their skills and confidence through high academic and behavioral standards. Below find our guiding Schoolwide Learner Outcomes (“SLO”s):

Schoolwide Learner Outcomes

Graduates of Helix High will be:

Constructive Thinkers who can

- solve realistic, complex problems
- use existing information to make reasonable recommendations and predictions
- use logical analysis in practical contexts
- determine the validity of complex information

Effective Communicators who can

- gather and understand information from a variety of perspectives and formats
- synthesize and evaluate information and defend the conclusions
- clearly present information in many forms
- participate in dialogue and decision-making

Informed Decision Makers who can

- objectively evaluate themselves
- develop plans for achieving academic and/or career goals
- demonstrate personal responsibility for life choices
- assess, evaluate and reflect upon work

Functional Producers who can

- effectively use appropriate technology
- create appropriate products for specific audiences and markets
- participate as team members

Involved Citizens who can actively participate in participate in civil discourse

Self-Directed and Self-Motivated Learners who can use appropriate resources to seek out the best information

Healthy People who can make informed decisions about their physical and mental health

Critical Learner Needs (“CLN”s)

HCHS will develop the culture and the capacity in all staff to promote:

Academic stamina and perseverance in our students:

- the ability to concentrate for extended periods of time to gain knowledge, problem-solve and create high-quality products and performances.
- the ability to work independently.
- the belief that hard work leads to success

Critical reading skills: College-Career ready readers in all core subject areas benchmarked to the Common Core State Standards (“CCSS”), the Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”) and remaining State Content Standards (collectively, “State Standards”) and the redesigned SAT Aptitude and Reasoning Tests (“SAT”)and Advanced Placement (“AP”) assessments.

- Clear understanding of predictable text structures in each discipline
- Clear understanding of typical syntactic structures in each discipline
- Academic vocabulary acquisition
 - High-frequency words across disciplines
 - High frequency discipline-specific terminology
- Highly developed skills in drawing inferences, recognizing analogies, and understanding multiple meanings of words

Students to be Served

Students served by the Charter School are in grade levels 9-12. The Charter School expects to maintain enrollment between 2,400 and 2,600 students. Education will be accessible to students of all ability levels, including but not limited to, special education, college preparatory, gifted, and English Learners. The majority of students will come from the suburban east San Diego communities of La Mesa and Lemon Grove. This will include multiple ethnicities and languages as represented by the surrounding community. During the 2018-2019 school year, student

enrollment in Helix High and in the District, as reported on CDE Dataquest website, was as follows:

LEA	Ethnicity	Total Students	% of LEA Population
Helix Charter High School	African American	273	11.24%
	American Indian or Alaska Native	5	0.21%
	Asian	101	4.16%
	Filipino	41	1.69%
	Hispanic or Latino	1,178	48.52%
	Pacific Islander	23	0.95%
	White (not Hispanic)	545	22.45%
	Two or More Races	226	9.31%
	Not Reported	36	1.48%
	Total Enrollment	2,428	
Grossmont Union High School District	African American	1,323	6.20%
	American Indian or Alaska Native	141	0.66%
	Asian	487	2.28%
	Filipino	342	1.60%
	Hispanic or Latino	8,674	40.64%
	Pacific Islander	120	0.56%
	White (not Hispanic)	8,836	41.40%

	Two or More Races	1,360	6.37%
	Not Reported	59	0.28%
	Total Enrollment	21,342	

HCHS School Enrollment by Other Significant Subgroups

Year	English Learners	Special Education	Socio-Economically Disadvantaged
2018-19	158	210	1,407
2017-18	174	215	1,487
2016-17	175	204	1,561

How Learning Best Occurs

Learning at HCHS best occurs in a safe, comfortable environment with greater personalization and increased interaction among peers and adults. Through creative scheduling, class sizes and student to teacher contact ratios are reduced which allows for a more personalized education. Learning best occurs through an interactive, performance-based education that may include, but is not limited to, collegial scored formative and summative assessments, the use of common rubrics, and authentic assessments such as sophomore interviews and senior projects. An environment of high standards, ongoing professional development and collegial planning and assessments allows for the optimum learning environment. Learning best occurs when the attitude of adults shift to the belief that all kids can learn rigorous and challenging curriculum. Learning best occurs when the opportunity gap for all students is closed so that access to rigorous and challenging curriculum is available to all students, not only the elite few. Learning best occurs when students are provided a variety of instructional strategies designed to address the varied learning modalities of all students in an effort to support the acquisition of knowledge and skills.

Curriculum and Instruction

In schools that educate all students to their highest potential, the curriculum and instructional program are focused and coordinated across disciplines and throughout the years. Rigorous and relevant curricula are provided to all students. Inclusion and open access to Honors, AP, and community college level courses provides the opportunity for all students to experience the entire educational program at HCHS.

Helix faculty work in professional learning communities called course level teams (“CLTs”) to design curriculum aligned with Common Core State Standards and California frameworks for each discipline. CLTs collaborate to establish student learning goals aligned with these state standards, develop innovative instructional plans and strategies focused on the six California Standards for

the Teaching Professional (“CSTPs”), and design common formative and summative assessments to validate student mastery of the learning goals established in all courses.

The Charter School has formed a professional development team consisting of three administrators and six Teachers on Special Assignment (“TOSAs”). The PD team is tasked with supporting teacher growth and development in the six CSTPs. Eight professional development days are built into Helix teachers’ work calendars to support the growth and development of their instructional practices. Throughout the year, the TOSA team have a release period to provide ongoing training and support for teachers focused on the six CSTPs. Supporting teacher exploration and implementation of best instructional practices is the key to improving student achievement and outcomes.

Attached as Appendix B, please find the Course Catalogs and Program of Study for 9th grade and 10-12th grade students. The Course Catalogs also contain clear information on the transferability of courses to other public high schools, and the eligibility of courses that meet UC/CSU “A-G” college entrance requirements. It is revised and distributed to students and families annually.

Graduation Policy and Program of Study

The HCHS Board has adopted a comprehensive Program of Study and Graduation Policy, which requires completion of the UC/CSU “A-G” requirements for graduation for all students. As required by law, modifications may be made for students with disabilities, English Learners, foster and homeless youth, and other classes protected by law.

Raising our graduation requirements and aligning our local outcomes with college expectations has been an ongoing process since becoming a charter school. HCHS graduation requirements align with the entrance requirements for the CSU/UC school systems; thus, the requirements are also in line with the recommendations of the P-16 Council in the area of Access. HCHS’ goal is to have students fully prepared to pursue postsecondary educational opportunities and/or success in the world of work.

In 1998, the year Helix High became a charter school, the Helix High staff began evaluating the graduation requirements established by the Grossmont Union High School District and comparing them to Helix’ mission as a charter school. We examined data relative to “A-G” completion by our students and their performance on college placement exams. We looked at the areas where students were not meeting our expectations upon graduation. This ongoing evaluation has led to the refinement of our Graduation Policy and Program of Study over time in an effort to meet the evolving needs and expectations for students to be successful in postsecondary education and in their future careers. Please find attached as Appendix C the Student Handbook and HCHS Program of Study and Graduation Policy.

WASC Accreditation and Transferability/Eligibility of Courses

HCHS is accredited through the Western Association of Schools and Colleges (“WASC”). This accreditation ensures that the academic program of HCHS is acceptable and that course offerings are transferable to other high schools and universities. HCHS course catalogs are updated annually

and list the transferable course offerings as well as the courses that meet the UC/CSU “A-G” entrance requirements. The course catalogs are annually updated and distributed to students and parents/guardians. Students and parents/guardians meet annually with their grade level teams to discuss students’ 4-year graduation plan and progress, build their class schedule, and to discuss postsecondary plans. Attached is the last WASC Accreditation Reports for HCHS as Appendix D.

Supporting Student Success at HCHS

Copernican Plan, 4x4 Block Schedule

In the 1990s, Helix High staff became aware that the traditional high school schedule no longer worked well for all students, particularly for underserved student populations in large, urban comprehensive high schools. Helix High staff began exploring the possibility of implementing a more flexible schedule that would allow us to alleviate the "one-size-fits-all" assembly line model that no longer met the needs of the ever growing diverse population at Helix High. The Helix High staff took a long look at the drawbacks of the traditional high school schedule. After thorough analysis the staff determined that the six period day had far too many drawbacks to not consider trying other schedules. The traditional high school schedule is divided into six relatively short blocks (50 minutes) with teachers teaching five classes of 32-plus students, and students taking six disconnected subjects at a time. The traditional schedule has teachers teaching approximately 175 students everyday with only one 50-minute preparation period. The traditional schedule does not afford teachers the necessary time to review student work and assessments while also planning the next day’s lesson. The traditional schedule overwhelms teachers with far too many students to teach and assess while providing limited time to grade and plan lessons. It also provides limited to no opportunity for teachers to collaborate and learn from each other. The traditional schedule also requires students to learn and demonstrate their understanding of the content and standards for six classes with limited to no opportunities for concurrent support classes. With these drawbacks in mind, there was sufficient rationale to seek change in our school schedule.

The staff focused on trying to implement a daily/yearly schedule which would be beneficial to both students and teachers. If students had an opportunity to focus on fewer subjects, for longer amounts of time during the day, they could learn beyond a superficial level. Research indicates that students need to receive extra adult support in extended periods of instruction to attain high levels of academic achievement. Research also indicates that students need concurrent academic support outside of the classroom to learn difficult subjects. Research also indicates that providing teachers time to collaborate and to learn from one another, in an ongoing and timely fashion, is also an important factor in raising student achievement levels.

With these objectives in mind, the staff decided to adopt and implement the Copernican Plan, 4x4 block schedule, to more effectively organize the school day and year. In the 4x4 block schedule students have the opportunity to take four classes a day for 92 minutes each term or eight total classes for the year. The 4X4 block schedule allows students take eight classes or two extra courses throughout the year as compared to the six period day. The two extra periods affords students the opportunity to take extra elective classes, concurrent academic support classes, and/or remediate failed classes during the year rather than in summer school. Teachers teach three periods per day and have a 92-minute preparation period. Teachers teach between 85-90 students a day rather than

175 students. Having fewer students and longer preparation periods afford teachers the time to review students' work or assessments more thoroughly while also having more time to plan and design curriculum and instruction. Also, the longer preparation period affords teachers the opportunity to observe their colleagues teach and/or meet with colleagues that have common preps.

The sample 9th grade schedule below illustrates many of the advantages to the 4x4 block schedule. Typically, students take a course such as English or Earth Science for either the Fall Term or Spring Term. These courses are completed in half of a school year because each period is close to double the instructional time as a traditional 50 minute bell schedule. Classes shown in the Fall Term may be reversed with Spring Term and all classes may be placed in any order throughout the day.

Sample 9th Grade College Prep Math Schedule

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
English 1C	English 2C	Earth Science 1C	Earth Science 2C
*Algebra IC	*Algebra IC	*Algebra IC	*Algebra IC
**ExL /Helix First	ExL /Helix First	ExL /Helix First	ExL /Helix First
Physical Education	Physical Education	Intro to Social Science (ITSS)	Tech Discoveries/MESA/Intro to Comp Sci/Intro to Robotics

*Algebra IC is a year-long double dosed math class designed to prepare students to be successful in subsequent math courses.

ExL (Extended Learning**) is an academic support class with academic coaches/tutors monitoring student progress and assisting students in studying and homework completion.

**Helix First is a support class that supports literacy, focuses on study skills/organization, and teaches students about the history and culture of Helix. These courses are taken every other day opposite one another all year long.

The alternative 4x4 block schedule has been the key to improving the collaboration and innovation efforts of the staff. The extra 4th period each term allows all 9th grade students to have support classes to help them with the transition to high school. Alternating daily, the ExL tutorial and Helix First classes provide each 9th grade student with study skills, organizational skills, and homework and test preparation help.

Students in 10th, 11th, and 12th grade who need extra academic support have the opportunity to continue taking academic support classes. Students who are in good academic standing can choose to take extra elective classes. Because of the 4x4 schedule, students focus on fewer core academic subjects at a time, an important asset for students who may struggle. This in turn reduces the failure rates and reduces the need for remediation during the year and/or in summer school.

The Copernican Plan, 4x4 block schedule, allows staff to think about time more creatively because of the two extra instructional periods. One of the most important innovations HCHS has implemented is research based double-dosed Algebra IC and Algebra IIC. Since all students must meet the UC/CSU "A-G" math requirement (Algebra IIC) to graduate, college prep math students are required to take Algebra IC and IIC year-long for 92 minutes per day in 9th and 11th grade

respectively. For students who still struggle in spite of the extra instructional time, the extra 4th period allows these students to take a concurrent academic math support class. Academic coaches in the support classes assist students with understanding the daily lessons and homework while also helping to preparing them for formative and summative math assessments. Due to the implementation of double-dosed Algebra and concurrent math support classes, the failure rates in Algebra have dropped by over half. More impressive is the fact that 73% percent of HCHS students met or exceeded standard on the 2018 CAASPP state standardized 11th grade math assessment as compared to 34% of students in GUHSD and 39% of students in the state of California.

Helix Pyramid of Interventions

HCHS recognizes that simply changing the school schedule is not enough to meet the ever evolving academic and social-emotional needs of students. HCHS is committed to supporting underserved student populations and all struggling students. As such, HCHS dedicates significant resources in time, energy, and money to an effective Pyramid of Interventions to ensure all students are supported in meeting the Charter School's extensive college preparatory graduation requirements. The Multi-Tiered System of Supports ("MTSS") approach is designed to identify students in need of academic and social-emotional support and to provide actions, services, and interventions to meet their needs and support their continued growth and development. A full description of the Helix Pyramid of Interventions is attached as Appendix E.

Plan for English Learners

Using the Four Principles of the California English Learner Roadmap, Helix High will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding and the rights of students and parents.

Helix Charter High School's language acquisition program is centered on a Structured English Immersion ("SEI") model. SEI model includes both Designated and Integrated ELD instruction. The Designated ELD instruction is designed to serve students in the development of English in a protected time based on their language acquisition stage of development. Our program is in following the California ELD framework of bridging Designated ELD instruction (skills development) and Integrated ELD instruction (application and accessing content with high support). We are working toward the goal of improved access to integrated curriculum, where all teachers can effectively implement integrated ELD standards in their content standards. The curriculum design for Designated ELD is research-based and supported by a scope and sequence of the linguistic features of English skills and concepts. The Integrated ELD instruction is a developing new system at HCHS. Helix has committed to continue these developments to include ELA, Mathematics, Social Science and Science as content areas where teachers will implement the ELD Standards in tandem with their State Standards curriculum.

The intent is to gradually develop a practice that calls out the language features in the content areas by attending to the linguistic and content literacy. We believe focus on language development in this nature will be beneficial not only for English Learners, but all at-promise student populations. Teachers will receive quarterly training on deconstructing language by attending to the vocabulary, structure and elements of the language development.

In addition to the comprehensive ELD structures, Helix has implemented the use of adaptive computer based learning tools. The implementation of these tools is closely monitored to increase effectiveness and positive impact on student outcomes.

Appropriate assessment and placement of ELs is occurring regularly, through the ELPAC and interim assessments. Ongoing monitoring and reclassifying of ELs is done by an English Language Development Assistant and English Language Coordinator, teachers, and administrative and parent/guardian consult. English Learner Program Committee and English Learner Advisory Committee (ELAC) continue to monitor EL student proficiency results.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment and Reclassification

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”) according to state guidelines.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

When an English Learner has acquired a reasonable level of English proficiency as measured by the ELPAC, the student shall be reclassified based on the following criterion:

An English learner has acquired a “reasonable level of English proficiency” when the student has achieved the following:

- Criterion 1:** Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
- Criterion 2:** Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
- Criterion 3:** Parental opinion and consultation.
- Criterion 4:** Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to

participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Upon agreement of the four criterion an ELL may be Reclassified as Fluent English Proficient (RFEP)

Students with Disabilities Federal Law Compliance

Helix High shall comply with all applicable state and federal law in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”) of 1990, and the Individuals with Disabilities Education Improvement Act (“IDEA”) of 2004.

Special Education Program

Helix High shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. HCHS operates as a “public school of the district” for special education and related services in accordance with Education Code Section 47641(b). HCHS and GUHSD have an existing Memorandum of Understanding (“MOU”) regarding the provision and funding of special education services consistent with applicable state law.

Services for Students under the IDEA

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). The MOU with the District contains a reasonably comprehensive description of how special education and related services will be delivered.

To meet state and federal requirements, the District will maintain oversight responsibility for the delivery of special education services on the Helix Charter High School campus as further described in the MOU between the District and the Charter School. The District will work cooperatively with Helix Charter High School to ensure that students are appropriately served in accordance with the student’s Individualized Education Program (“IEP”).

Special education services at Helix Charter High School will be provided by staff and programs provided by the District and to the extent currently provided at the other schools in the District and as outlined in the current MOU. These services include: Specialized Academic Instruction for students with Mild, Moderate and Severe disabilities as well as any and all related services as indicated in a student’s Individualized Education Program. Support service personnel provided by the District but housed at Helix Charter High School include: mild/moderate and moderate/severe credentialed teachers, mild/moderate and moderate/severe instructional aides, speech-language pathologists and school psychologists. Additionally, GUHSD will provide

itinerant and/or housed staff as needed to provide any other services identified in HCHS students' IEPs.

Special education staffing and program support will be funded by the District through the same formula used in current District practice.

HCHS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by HCHS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Grade Level Principal and shall include the parent/guardian, the student (where appropriate), teachers, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the

student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Grade Level Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

A copy of the Section 504 Board Policy and Administrative Regulations, Parent/Student Rights, and Section 504 documentation currently used are maintained at the school site and is available for review.

Charter School Goals, Actions and Measurable Outcomes That Align With the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), HCHS's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d)(2)-(8), can be found in the Charter School's Local Control and Accountability Plan attached as Appendix F. Each of these goals addresses the unique needs of all students attending HCHS, including our numerically significant student subgroups.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall

be maintained by the Charter School at the school site. Please find attached as Appendix F the most recent approved LCAP for HCHS.

Academic Calendar, Bell Schedules, and Instructional Minutes

HCHS shall offer, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5(a)(1)(D), and the number of school days required by Title 5 California Code of Regulations, Section 11960. Please see attached as Appendix G for the academic calendar, bell schedule, and instructional minutes.

ELEMENT B: MEASURABLE PUPIL OUTCOMES AND ELEMENT C: METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Charter School Goals, Actions and Measurable Outcomes Aligned with the State Priorities

HCHS is dedicated to serving the needs of all subgroups of students which include students with disabilities, English Learners, homeless, foster youth, military dependents, migrant students, and student coming out of incarceration at the highest levels possible. Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), HCHS's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities as described in Education Code Section 52060(d)(2)-(8), can be found in the Charter School's Local Control and Accountability Plan attached as Appendix F. Each of these goals addresses the unique needs of all students attending HCHS, including our numerically significant student subgroups.

HCHS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. HCHS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. HCHS shall submit the LCAP to the District and San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by HCHS..

HCHS students will meet or exceed the performance levels of students in similar schools in GUHSD and the State of California on all performance indicators used by the State to evaluate the performance of secondary schools. HCHS faculty and staff will develop and implement local formative and summative assessments and measures to monitor student progress in meeting the goals of the education program and the State Priorities as reported on the School Accountability Report Card ("SARC") and on the California School Dashboard. Local assessments and measures will be refined over time to meet evolving Charter School and State priorities.

HCHS students will meet or exceed the performance levels of students in similar schools in GUHSD and the State of California for student achievement and outcomes in the following multiple measures:

Outcomes	Measurement	Frequency
ELA/Math Standards	CAASPP Overall	Annually (11 th grade)
Literacy Skills Reading, Research/Inquiry, Listening, Writing	CAASPP ELA Claims	Annually (11th grade)
Math Skills Mathematical Concepts & Procedures, Problem Solving, Modeling & Data Analysis, and Communicating Reasoning	CAASPP Math Claims	Annually (11th grade)
Science Skills	CAST	Annually (11 th or 12 th grade)
Graduation Rate	California School Dashboard CDE DataQuest	Annually
UC/CSU A-G Completion Rates	CDE DataQuest	Annually
College Readiness Rate	California School Dashboard	Annually
Chronic Absenteeism	California School Dashboard	Annually
Suspension and Expulsion Rates	California School Dashboard CDE DataQuest	Annually

At HCHS, local common course level and school-wide performance standards and assessments focus on assessing student progress toward mastery in meeting the State Standards. For students with special needs or limited English proficiency, these common course level performance standards and assessments will be adapted as appropriate to their Individualized Education Programs, 504 Plans or English proficiency levels.

Common rubrics and grading standards will be used across the curriculum in the various departments. These assessments will be made valid and reliable through collegial scoring and collaboration. Teachers will calibrate on such assessments and rubrics to bring further coherence to the program. Such collaboration and implementation of common assessments will assist in monitoring and facilitating student progress towards proficiency of material outlined in the State Standards.

NWEA Measures of Academic Progress (“MAP”) and Achieve 3000 researched based assessment tools will be used as external formative assessment tools to help in monitoring students growth

and development in ELA and Math. NWEA will be used bi-annually to provide RIT scores in math and Achieve 3000 will be used tri-annually to assess students Lexile reading levels for teachers to use to adjust and refine curriculum and instruction to meet students' needs.

HCHS annually reviews school-wide student achievement data from the California School Dashboard and CDE DataQuest website. This data is shared with the entire Charter School community.

Use and Reporting of Data

The HCHS Board, administration, grade level teams (“GLTs”) and course level teams (“CLTs”) use all student-related data described above to evaluate the overall program. Student achievement data related to the multiple measures listed above was provided for the previous three years in the Charter Renewal Criteria section of this petition. The analysis of this data is used to set goals and develop action plans in Course Level Teams, Departments, GLTs and schoolwide through the LCAP. The latest Board approved LCAP is attached as Appendix F.

Moreover, HCHS compiles and publishes a School Accountability Report Card annually, which is posted on the Helix High website and is available in hard copy form upon request. The latest SARC is attached as Appendix H.

ELEMENT D: GOVERNANCE

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.* Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school, operated as a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of The Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix I, please find HCHS's Articles of Incorporation, Corporate Bylaws, and the Conflict of Interest Code of the Charter School.

Board of Directors

The Charter School will be governed by a Board of Directors (the "Board" or the "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall be ultimately responsible for the operation and activities of the Charter School. The primary method for executing its responsibilities is the adoption of policies and regulations that offer guidance and implementation of the charter and procedures to assist the staff in facilitating the execution of such policies and regulations.

The Board consists of no more than nine (9) directors who will govern Helix Charter High School. The nomination, qualifications and election process for each of the categories of Board members noted below shall be reflected in the bylaws.

The Board's composition shall be as follows:

Three (3) **Staff Member Representatives** elected by a vote of the staff of Helix Charter High School

- 2 – Certificated Staff Members
- 1 – Non-Certificated Staff Member

Six (6) **Parent/Community Members** (cannot be current employees of Helix Charter High School)

- 1 – Representative of the Parent-Teacher-Student Association ("PTSA")
- 2 – Parents elected at-large by the parents of current freshman, sophomore and junior students
- 2 – Community members elected by the parents of current freshman, sophomore and junior students
- 1 – District representative (However, if the District elects not to exercise its right to place a Representative on the Charter School Board, then there shall be one additional Community Member elected by the current parents/community members of the Board.)

The following advisors to the Board are expected to attend and participate in Board meetings:

- Executive Director
- Two (2) students selected by the students – student advisors shall not participate in any closed sessions of the Board.
- Members of the Management Team, as needed

The Board will meet on a regular basis (e.g., monthly). The responsibilities of the Board, as further outlined in the bylaws, include but are not limited to:

- Uphold the mission and vision of the Charter School.
- Oversee the implementation of the charter.
- Provide notice and hold meetings in compliance with the Brown Act and Education Code Section 47604.1(c)
- Create committees as desired to assist in the operation of the Charter School, including but not limited to, a nominating committee and an audit committee.
- Ensure compliance with applicable law and policies.
- Approve all operational policies as well as work with the Charter School's Management Team, faculty, and staff to implement such policies.
- Approve and monitor the budget and the Charter School's fiscal practices, including the receipt of grants and donations.
- Approve and monitor the instructional programs and materials.
- Approve personnel policies, recruitment of staff, and all hiring and dismissal of Charter School personnel
- Approve and supervise student and parent policies including but not limited to, admissions and disciplinary policies including suspension and expulsion.
- Approve and monitor management of Charter School liabilities, insurance, health, safety and risk-related matters.
- Approve all contracts.
- Receipt and review of the yearly financial audit.
- Evaluation of the Executive Director

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix I. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law or its charter or the purposes for which schools are established. The Board may execute any powers delegated to it by law and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Board Member Terms & Elections

Board members shall serve a term of three years. No board member may serve more than two consecutive terms. After serving two consecutive terms, an individual must take one year off before running for election again.

Board elections will be held in February of each year. Unexpected Board vacancies will be filled according to the Board Bylaws.

Board Committees

The Board Chairperson, with the advice and consent of the Board, may create standing and ad hoc committees as described in the Bylaws.

A Restructuring Committee open to staff, parents and students will meet as necessary to consider changes to the Educational Program and make recommendations to the Board. This committee shall select its own Chairperson for a one-year term.

The Executive Director

The Executive Director serves at the pleasure of the Board or as otherwise expressed in an employment agreement and is responsible for implementing school-wide policy. The Executive Director is also responsible for the day-to-day operation and administration of the Charter School. The Executive Director will recommend to the Board for appointment a Management Team to aid

in implementing school-wide policy and overseeing the day-to-day operation of the Charter School.

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director shall report directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director performs tasks assigned and directed by the Board. These tasks may include but are not limited to:

- Ensure the Charter School enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee Charter School finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School
- Interview and recommend employee hiring
- Recommend employee promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents and the community,
- Recruit new families and students
- Take responsible steps to secure full and regular school attendance of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the Charter School building(s)
- Promote and publish the Charter School program in the community, promote positive public relations, and interact effectively with media
- Encourage and support teachers with on-going professional development
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as necessary
- Provide all necessary financial reports as required for proper Average Daily Attendance reporting
- Ensure the completion of the annual School Accountability Report Card

- Present fiscal audit to the Board of Directors and, after review by the Board of Directors, present audit to the District Board of Education, the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary, and participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted to a business administrator of the Charter School or other employee, or to a third party provider.

Department Chair Council

The various academic departments of the Charter School shall be approved by the Board of Directors. The various departments shall elect their own Chairpersons. These Chairpersons shall constitute the Department Chair Council that shall meet as a group at times and places of their choosing. The Executive Director will seek the assistance of the Department Chair Council in implementing school-wide policy. In cooperation with the appropriate Department Chairperson(s), the Executive Director shall recommend hiring new personnel into the various departments of the Charter School. Each Department Chairperson and the Department Chair Council shall make department budget decisions as approved by the Board.

Parent-Teacher-Student Association

The Helix PTSA is a nonprofit public benefit corporation with 501(c)(3) tax-exempt status whose goal is to improve Charter School and community interaction by supporting activities that invite community participation. The Helix PTSA meets monthly and publishes a monthly newsletter to parents.

Parent Involvement

Minimally, one-third of the Board is filled by parents of current students, and up to nine Board members could be parents. Five-ninths of the Board is elected directly by parents. Parents are invited to attend GLT conferences regarding their students as needed, and minimally once a year. Parents are invited to Back to School Nights and Parent Education Nights (topics include but are not limited to, college admissions, technology, parenting skills, financial aid, senior project, College For Me, and graduation requirements) several times throughout the year. Additionally, parents participate as supporters for athletics and performing arts.

Finally, parents are heavily involved in the Helix Foundation, which raises money for college scholarships for HCHS graduates.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school.*
Education Code Section 47605(b)(5)(E).

In accordance with the Charter School's health and safety policies, described below, all employees shall be fingerprinted and background checked, and receive background clearance and a tuberculosis risk assessment prior to commencing employment with the Charter School.

The Charter School's key staff members will meet the following qualifications:

Executive Director Qualifications

- California Administrative Services Credential
- Proven school leadership
- Experience with Professional Learning Communities
- Effective instructional skills
- Knowledge of categorical programs
- Experience with collective bargaining
- Strong communication skills
- Ability to foster and maintain strong working partnerships with various community agencies
- Bilingual background in Spanish is desired

Grade Level Principal Qualifications

- California Administrative Services Credential
- Proven school leadership
- Experience with Professional Learning Communities
- Effective instructional skills
- Knowledge of categorical programs
- Strong communication skills
- Ability to foster and maintain strong working partnerships with various community agencies
- Bilingual background in Spanish is desired

Teacher Qualifications

-
- Hold appropriate Teaching Credential(s) issued by California Commission on Teacher Credentialing

Chief Business Officer Qualifications

- Baccalaureate degree from an accredited college or university
- Master's degree preferred
- A minimum 5-years-experience at a management level in an educational setting
- Knowledge of the principles and practices of budgeting and accounting; fund accounting systems; cost accounting; revenue limit calculations; principles and practices of effective management

- Knowledge of pertinent legal, procedural, and reporting requirements for a charter school

Director of Information Technology and Data Systems Qualifications

- A minimum of 3-years-experience administering a Student Information System (“SIS”)
- Experience administering a Learning Management System (“LMS”)
- Working knowledge of the California Longitudinal Pupil Achievement Data System (“CALPADS”)
- Knowledge of portability of data across various database systems
- Knowledge/experience with technology including web design, Google Apps for Education, Microsoft Excel, LAN and WAN technologies, E-Rate, Data Security, related network hardware, and systems analysis, design, and implementation

Manager of School Facilities Qualifications

- Any combination of education and experience equivalent to a bachelor's degree in business administration, public administration, facilities maintenance, education, or related field
- Four-years-experience in a similar sized organization in one or more building or maintenance trades, one year of which much have been in a supervisory capacity with multiple journey-level trades

Counselor Qualifications

- California Pupil Personnel Services credential
- Previous teaching experience at the high school level is preferred

Librarian Qualifications

- Teacher Librarian Services Credential
- Background in technology desirable
- Bachelor’s and graduate courses as needed to meet specialized credential requirements
- A graduate degree in library media science is preferred
- Prior experience as a classroom teacher and/or school librarian

Director of Athletics Qualifications

- California Teaching Credential
- Minimum of three-years-experience as a coach

Site Information Specialist Qualifications

- Two years of college coursework in business or related field
- Two years of responsible experience involving student contact in secondary school setting requiring attention to detail and maintenance of complex automated and manual records

Technology Specialist

- Two years of college coursework in media and/or computer technology, with an emphasis in educational technology preferred
- Demonstrated knowledge, skills, and abilities in support of technology environment; comprehensive understanding of personal computing and networked environments;
- comprehensive understanding of Macintosh and Windows operating systems
- Possession of a valid class 3 California Driver's License required

- Associate Degree in Computer Studies preferred

Collective Bargaining

Helix Teachers Association ("HTA") and Helix Classified Association ("HCA") are and will continue to be the exclusive representatives of the recognized bargaining units at Helix High so long as those units designate such associations/unions to be their representatives.

As the EERA employer, the Helix High School Board of Directors or its designees shall negotiate directly with the representatives of union represented employees in accordance with the EERA regarding all bargainable subjects.

At a minimum, compensation (including salaries and benefits) at Helix High shall be equal or greater than that of similar District positions.

Current bargaining agreements between Helix High School and the HTA and between Helix High School and HCA are available on the HCHS website and a hardcopy is available at the school site.

ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

Helix Charter High School has developed its own policies and procedures, consistent with applicable federal and state law, concerning the welfare, safety and health of students, employees, visitors, volunteers and others, including, but not limited to, reporting of child abuse, accident prevention, disaster response and emergency response, and any applicable state laws and regulations governing the operation of Charter School facilities. A current set of health and safety policies are available upon request at the school site.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Bullying/Cyberbullying Prevention Policies

The Charter School shall maintain a policy on bullying and cyberbullying prevention. The Charter School shall review these prevention policies and update as appropriate and/or necessary.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. A copy of the Helix Redbook outlining our emergency procedures are available upon request at the school site.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: *The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.* Education Code Section 47605(b)(5)(G)

Helix Charter High School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material to appeal to the various racial and ethnic groups living within in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

Since it became a charter school in 1998, HCHS has continually become a more diverse school and its current student population is roughly 48% Hispanic/Latino, 21% White, 14% Black or African-American, and the remaining a combination of Asian, American Indian, Pacific Islander, Filipino, and multiple ethnicities.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).* Education Code Section 47605(b)(5)(H)

Helix Charter High School will actively recruit a diverse student population from the prior attendance area of the Helix High School and the District who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220, including immigration status. The Charter School shall comply with all applicable legally required minimum and maximum age requirements.

All students who wish to attend the Charter School shall be admitted, subject only to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2).

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to dis-enroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form consisting only of contact information and an indication of applicability of any admission preferences. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹

If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing students of the Charter School, shall be determined by a public random drawing. In the case of a public random drawing, students will be given preference for admission to the Charter School in the following order:

1. Siblings of students admitted to or attending the Charter School.
2. Pupils who reside within the former attendance area of Helix High School
3. Children of employees of the Charter School
4. Students who make a two-year commitment to be in the Charter School Bagpipe program
5. Students who reside in the GUHSD attendance boundaries will be provided a 60% weighted preference and all other student applicants will be provided a 40% weighted preference.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). All lottery pull will occur in Executive Director's Conference Room and information about the date and time of the lottery pull will be made available to all interested parties upon request. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Waitlists for each grade level will be created for students who do not receive an available space. As spaces become available, students will be pulled in from the waitlist.

Upon enrollment students, parents/guardians, and staff must sign and agree to the conditions listed on the Helix Parent/Staff/Student Contract, which outlines the responsibilities of students, parents/guardians, and the staff.

¹The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment

Each year, following admission, students and parents/guardians will be invited to attend an annual summer conference appointment in order for the student to be enrolled at Helix. During the annual summer conference, the parent, student, and counselor or academic advisor reviews graduation status, discusses post-high school plans, and builds the student's course schedule for the following year.

ELEMENT I: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Chief Business Officer and Executive Director will recommend, for Board approval, an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

In addition to adhering to reporting requirements in the Charter Schools Act, the Charter School Management Team will report to the District Management Team, during an annual oversight meeting, on the following:

- The Charter School’s progress toward its educational objectives,
- The Charter School’s financial condition reported according to generally accepted accounting practices,
- The Charter School's progress towards implementing and complying with the spirit and terms of this charter.

The Charter School agrees that the Grossmont Union High School District may audit its educational program or financial records annually. Similarly, for comparison purposes, Grossmont Union High School District allows the Charter School reasonable access to Grossmont Union High School District's financial records and to the data relevant to District educational programs. In addition, both the District and County Office will be sent a copy of the Charter School's LCAP revision on an annual basis.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School

staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, or negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (r) of Section 48900 of the Education Code.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item

from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference,

both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and

impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/ guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her

determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. GENERALLY

Students with IEPs or Section 504 plans are subject to the same grounds and procedures for discipline as non-special education students, except as provided herein. (See Ed. Code, § 48900.)

Note: A student who does not receive special education and who engages in behavior that violates a student code of conduct may assert the protections provided herein, if the local education agency ("LEA") had prior knowledge that the student had a disability. (See 34 C.F.R. § 300.534.)

2. THE TEN DAY RULE

Disabled students may be removed for up to 10 cumulative or consecutive school days for a single incident, without consideration whether the removal constitutes a change of placement. (34 C.F.R. § 300.530.)

Note: Under CA law, a student in a traditional public school can only be suspended for up to five consecutive days for a single incident. (Ed. Code, § 48911, subd. (a).)

When a recommendation for expulsion is pending, the Executive Director may extend the suspension, in writing, until a decision on the expulsion is rendered. (Id., subd. (g).)

3. NON-CONSECUTIVE REMOVAL TOTALING MORE THAN 10 SCHOOL DAYS

If a disabled student's non-consecutive removals total more than 10 school days within a school year, the District must determine whether the removals constitute a change of placement. (34 C.F.R. § 300.356.)

A change of placement will have occurred if:

The student's behavior is substantially similar to behavior in previous incidents that resulted in the removal.

Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement. (34 C.F.R. § 300.356.)

If there is no change in placement

Services: School personnel, in consultation with the student’s special education teacher, shall determine and provide the appropriate educational services on the 11th day, to the extent necessary to enable the student to: (1) appropriately progress in the general curriculum; and (2) appropriately advance toward achieving the goals in the student’s IEP. (71 Fed. 46716 (Aug. 14, 2006).)

If there is a change in placement

Services: If the student’s removals constitute a change of placement, the student’s IEP team shall determine and provide the appropriate educational services on the 11th day, to the extent necessary, to: (1) enable the student to appropriately progress in the general curriculum; and (2) continue to receive those services and modifications, including those described in the student’s current IEP that will enable the student to meet the goals with that IEP, and to address the student’s behavior violation so that it does not recur. (20 U.S.C. § 1412(a)(1)(A); 34 C.F.R. § 300.530.)

The District will **conduct a manifestation determination review (see No. 5 below)**

4. REMOVALS FOR MORE THAN 10 CONSECUTIVE SCHOOL DAYS

A removal of more than 10 consecutive school days constitutes a change of placement. (34 C.F.R. §300.356.)

Services: The student’s IEP team shall determine and provide the appropriate educational services on the 11th day, to the extent necessary, to: (1) enable the student to appropriately progress in the general curriculum; and (2) continue to receive those services and modifications, including those described in the student’s current IEP, that will enable the student to meet the goals with that IEP, and to address the student’s behavior violation so that it does not recur. (20 U.S.C. § 1412(a)(A); 34 C.F.R. § 300.530.)

The District will conduct a manifestation determination review (see No. 5 below)

5. MANIFESTATION DETERMINATION

When a disciplinary removal constitutes a change of placement, a manifestation determination review must occur, no later than 10 school days after the date of the decision to take disciplinary action. (34 C.F.R. §§ 300.530(e), 300.536.) The IEP team will determine whether the behavior that lead to the discipline was: (1) caused by or had a direct and substantial relationship to the student’s disability; or (2) the direct result of the district’s failure to implement the student’s IEP.

If the answer to (1) is “Yes”:

The student cannot be further disciplined for this incident and must be returned to the placement from which the student was removed, unless the parent and the

district agree to a change of placement as part of the modification of the behavioral intervention plan. (34 C.F.R. § 300.530(f).) **Note:** A student does not need to be returned to his/her placement when the student has been removed to an interim alternative educational setting for not more than 45 days (**see No. 6 below**).

The IEP team must:

Conduct a functional behavioral assessment (“FBA”) (unless an FBA was conducted before the behavior).

Implement a behavioral intervention plan (“BIP”) for the student. If a BIP is already in place, review it and modify it as necessary to address the behavior.

If the answer to (2) is “Yes”:

The student cannot be further disciplined for this incident and must be returned to the placement from which the student was removed.

Take immediate steps to remedy the fact that the IEP was not properly implemented.

If the answer to both questions is “No”:

The student is subject to the same sanctions for misconduct as a student without a disability. However, the child must continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP. (34 C.F.R. § 300.530(d).)

An additional manifestation determination meeting must be held each time an additional removal takes place (for example, for each additional suspension).

6. INTERIM ALTERNATIVE EDUCATION SETTING (“IAES”) – DANGEROUS BEHAVIOR

A disabled student may be placed in an appropriate IAES for up to 45 school days, without regard to whether the behavior is a manifestation of the student’s disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function.

Carries or possesses a weapon, as defined in 18 U.S.C. § 930;

Knowingly possesses or uses illegal drugs;

Sells or solicits the sale of a controlled substance, as identified in 21 U.S.C. § 812(c);

Inflicts serious bodily injury upon another person, as defined in 18 U.S.C. § 1365. (34 C.F.R. § 300.530(g).)

Services

The student’s IAES shall be determined by his/her IEP team. (20 U.S.C. § 1415(k)(1)(G); 34 C.F.R. § 300.531.)

The student’s IEP team shall determine and provide the appropriate educational services, although in another setting, to the extent necessary, to: (1) enable the student to appropriately progress in the general curriculum; and (2) continue to receive those services and modifications, including those described in the student’s current IEP, that will enable the student to meet the

goals with that IEP, and to address the student's behavior violation so that it does not recur. (20 U.S.C. § 1412(a)(1)(A); 34 C.F.R. § 300.530.)

Conduct a manifestation determination review if student commits any of the offenses specified in this section if student will be removed from school for more than 10 days (see No. 5 above.)

6. EXPEDITED DUE PROCESS HEARING

A parent who disagrees with the manifestation determination, or the District, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request an expedited due process hearing. (20 U.S.C. § 1415(k)(3); 34 C.F.R. § 300.532(a).)

Must occur within 20 school days of the request; hearing officer must make a decision within 10 school days after the hearing. (34 C.F.R. § 300.532(c)(2).)

7. "STAY PUT" DURING DUE PROCESS PROCEEDINGS

While the appeal is pending, the student shall remain in the disciplinary setting pending the decision of the hearing officer (or, if applicable, until the expiration of the 45 school-day interim alternative educational placement), whichever occurs first, unless the parent and the District agree otherwise. (20 U.S.C. § 1415(k)(4)(A); 34 C.F.R. §§ 300.532, 300.533.)

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.* Education Code Section 47605(b)(5)(K)

Employees will be covered by the existing retirement programs (including Social Security, the Public Employees' Retirement System (“PERS”) and the State Teachers' Retirement System (“STRS”) and special savings plans offered through the Fringe Benefits Consortium. The Board may analyze and present alternative retirement and savings plans to Helix employees. The adoption of alternative retirement and savings plans will be subject to the approval of a simple majority of the staff affected by the new programs and the Charter School Board. The Executive Director shall be responsible for ensuring appropriate arrangements for coverage are made.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.* Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.* Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

Sick leave or years of service credit at the District or any other school district may be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter.* Education Code Section 47605(b)(5)(N).

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Helix Charter High School and the Grossmont Union High School District concerning whether the goals, objectives and language of the Charter are being met, the Helix Charter Governing Board or the Grossmont Union High School District shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within fifteen (15) calendar days of when the party either knew of, or should have known of, the possible violation unless there are extenuating circumstances.

After the receipt of the notice, the District Superintendent or designee and a representative of the Helix Charter School Board of Directors shall meet to try to resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted, signed and preserved as guidance for future action.

If no resolution is reached, the matter shall be submitted to an outside mediator experienced in conflict resolution and educational issues. If a mediator cannot be mutually agreed upon, each party shall submit three names of possible mediators. The first opportunity for striking a name shall be determined by lot. The parties shall alternatively strike names until one name remains. Within ten calendar days of appointment or otherwise mutually agreed, the parties shall meet to resolve the dispute. Any agreements reached shall be drafted, signed and preserved as guidance for future action.

The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code 47607 and its implementing regulations.

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified

Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix J, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

If the District decides to reopen a public school at the Helix Charter High School site after the charter school is closed the District shall consider but not be obligated to hire all Helix Charter High School employees before seeking to fill any positions with non-District employees.

MISCELLANEOUS CHARTER PROVISIONS

1. Liability Impact on District

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. (Education Code Section 47605(g)).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding, with the District wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

2. Budgets and Financial Plan

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

A multi-year financial plan for the Charter School is attached. This plan is based on the best data available to the developers at the time the plan was assembled. Attached as Appendix J, please find the following documents:

- a. Budget narrative
- b. Projected annual budget
- c. Financial projections and cash flow for the first three years of the charter term
- d. An interim financial report as of September 30, 2019.

3. Financial and Programmatic Reporting

Budget and Financial Reporting Schedule

The Charter School will provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- On or before July 1st, a preliminary budget for the current fiscal year
- On or before July 1st, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- On or before September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

4. Attendance Accounting

The Charter School has implemented an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

5. Insurance

The District shall not be required to provide coverage to the Charter School under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, as a minimum, insurance as set forth below to protect the Charter School from claims which may arise from its operations. The Charter School is a member of the San Diego County Schools Risk Management Joint Powers Authority, and a copy of current insurance coverage is available at the school site.

Insurance Certificates

The Charter School shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

6. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided
Education Code Section 47605(g).

The Charter School handles all back office services internally under the direction of the Executive Director and Chief Business Officer.

7. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section
47605(g);

Helix Charter High School is located at 7323 University Avenue in the City of La Mesa. The Grossmont Union High School District will provide, at no cost to the Charter school, all land, buildings, facilities, and equipment currently located at the site.

As a charter school, Helix Charter High School will have the right to maintain and alter the facilities at the site to enhance the educational program, subject to the facilities Memorandum of

Understanding executed between the Charter School and the District. The Charter School reserves the right to contract outside services to maintain and improve facilities.

The Charter School shall comply with the Civic Center Act per the Facilities MOU between the parties.

The Charter School may lease or acquire additional facilities as needed subject to the approval of the District.

CONCLUSION

By approving this charter renewal, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year charter term from July 1, 2020 through June 30, 2025.

Appendix A



SCHOOL PERFORMANCE OVERVIEW

Helix High

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

[Generate PDF Report](#)

[View Additional Reports](#)

2018

Suspension Rate



Green

English Learner Progress



No Performance Color

Graduation Rate



Blue

College/Career



Blue

English Language Arts



Blue

Mathematics



Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

HELIX HIGH

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

2,465

[View More Information](#) →

LEARN MORE

Socioeconomically Disadvantaged

60.3%

LEARN MORE

English Learners

7.1%

LEARN MORE

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State



Blue

81.7 points above standard

Increased 3.4 Points Ⓢ

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
5 Green	1 Blue	

View More Details →

LEARN MORE

Mathematics

All Students State



Blue

48.8 points above standard

Increased 56.7 Points Ⓢ

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	5 Blue	

View More Details →

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
16.4%

Level 3 - Moderately Developed
45.6%

Level 2 - Somewhat Developed
21.6%

Level 1 - Beginning Stage
16.4%

View More Details →

LEARN MORE

College/Career

All Students State



Blue

78.6% prepared

Increased 19.4% Ⓢ

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
1 Green	6 Blue	

View More Details →

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

View More Details →

HELIX HIGH

Academic Engagement

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

LEARN MORE

Graduation Rate

All Students State



Blue

95.4% graduated

Increased 1.2% ↻

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
1 Green	5 Blue	

View More Details →

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

View More Details →

HELIX HIGH

Conditions & Climate

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

LEARN MORE

Suspension Rate

All Students State



Green

1.9% suspended at least once

Declined 0.4% ↻

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	5 Orange	1 Yellow
4 Green	0 Blue	

View More Details →

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details →

LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details →

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details →

Appendix B

HELIX CHARTER HIGH SCHOOL

9th GRADE COURSE CATALOG for the 2019–2020 School Year

TABLE OF CONTENTS		GRADUATION CREDIT REQUIREMENTS	DEPARTMENT	CHAIRPERSON	(619) 644-1940
Academic Support	10	English 40 credits	Art	Tina Colera colera@helixcharter.net	ext. 317
A - G Requirements	5	Mathematics - including Algebra II and Geometry 30 credits	Business	Giff Asimos asimos@helixcharter.net	ext. 165
Art	10	Science 20 credits	Computer Technology	Dianne Damschen ddamschen@helixcharter.net	ext. 205
Bilingual Learners	7	Social Science	English	Dan Baits baits@helixcharter.net	ext. 361
Computer Technology 9-10, 13-14		World History 10 credits	Bilingual Learners	Dan Baits baits@helixcharter.net Elena Smith esmith@helixcharter.net	ext. 361 ext. 124
Class Advisors	1	US History 10 credits	Academic Support	Renee Milburn milburn@helixcharter.net	ext. 259
Department Chairpersons	1	US History 10 credits	L.O.T.E.	Amanda Dolphin dolphin@helixcharter.net	ext. 209
Elective Classes (8th Class)	10-13	American Government 5 credits	Helix First	Aleen Jendian jendian@helixcharter.net	ext. 396
Elective Classes (APHG)	13-14	Economics 5 credits	Family and Consumer Science	Beth Leighton leighton@helixcharter.net	ext. 390
English	7	Physical Education 20 credits	Math	Jeff Babbitt babbitt@helixcharter.net	ext. 563
Four-Year Plan	4	Visual & Performing Arts 10 credits	Physical Education	Ryan Silva silva@helixcharter.net	ext. 378
Graduation Requirements	2-4	Foreign Language (LOTE) 20 credits	Performing Arts	Gregg Osborn gossborn@helixcharter.net	ext. 366
Graduation Process	2	Number of Elective Units 50 credits	Science	Debra Byrd byrd@helixcharter.net	ext. 384
Grade Level Team	1	Total Units Required 220 credits	Social Science	Sean Morris morris@helixcharter.net	ext. 453
Mathematics	7	Additional Graduation Requirements	Special Education	Dawna Lomprey/Becky Meyer lomprey@helixcharter.net meyer@helixcharter.net Kim Fleming fleming@helixcharter.net	ext. 137/175 ext. 446
Performing Arts	11-13	★ Sophomore Interview			
Physical Education	7	★ Tech Foundations			
Samples of Schedules	14-16	★ Senior Project			
Scholarship Requirements	5	★ Community Service (40 hours)			
Science	8	★ SAT, ACT, or ASVAB			
Social Science	8-9	★ Must meet all A-G requirements			
UC/CSU College System	6	★ College Level Experience			
Vision for All Students	2				

GRADE LEVEL TEAM CONTACT: Parents/guardians are encouraged to contact their student's Grade Level Team (GLT) at the following extensions regarding issues pertinent to their academic success. Moreover, parents/guardians should meet their student's teachers at Open House Nights. Parents/guardians may also wish to conference with teachers by phone or e-mail. **Phone: (619) 644-1940**

9th Grade Team

Administrative Assistant	Gabby Carbajal - ext. 152	carbajal@helixcharter.net
Academic Advisor	Stefanie Meza - ext. 134	meza@helixcharter.net
Counselor	Kathy Gunion - ext. 146	gunion@helixcharter.net
Grade Level Principal	Dave Watkins - ext. 241	watkins@helixcharter.net
Attendance Technician	Stacy Dennison - ext. 231	dennison@helixcharter.net
Class Advisors	Emily Burrough - ext. 133 Aleen Jendian - ext. 396	burrough@helixcharter.net jendian@helixcharter.net
College/Career Counselor	Cathy Singer - ext. 141	csinger@helixcharter.net

Helix High School
A California Charter School

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, Revised: May 19, 2003, Revised: May 16, 2005,

Revised: May 30, 2007 (May 30 revision takes effect with Class Key 2007).

Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; June 6, 2011; June 10, 2013. REVISED: February 10, 2014; REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**; First reading of edits December 18 2017. **Revised January 22, 2018**. First Reading of edits September 17, 2018. **Revised October 15, 2018**. First reading of edits December 17, 2018; **Revised January 28, 2019**.

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student's program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.
3. If a student is under suspension during the last month school is in session of his/her final semester before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 Semesters World History or European History; 2 Semesters United States History
- English (“b”) Four years, 8 Semesters
- Math (“c”) Three years, 6 Semesters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 Semesters of Biology; 2 Semesters of Physical Science (Physics or Chemistry)
- Language other than English (“e”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 Semester
- Economics 1 Semester

Additional Requirements:

- PE 4 Semesters
- Technology 1 Semester
- Senior Project
- Community Service 40 hours
- Post Secondary Testing – requirement may be met by one of the following tests taken at any time within high school enrollment (SAT, PSAT, ACT, Mock Testing, or ASVAB).

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Senior Project

All Seniors will...

- Produce, prepare, have approved and perform a project that is substantially challenging and requires a development in themselves of new understandings and skills.
- Provide a portfolio documenting the process of the project.
- Prepare and deliver an 8-11 minute presentation to a board consisting of Helix staff and community members.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.
2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)

- ii. EAP score of "Exempt" or "Conditionally Exempt"
- b) Mathematics Minimum Competency:
 - i. A non-modified grade of "C" or better through any of the following:
Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
 - ii. EAP score of "Exempt" or "Conditionally Exempt"

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 and BP 5125, students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

FOUR-YEAR PLAN A-G Requirements		9	10	11	12
A	History/ Social Science » 2 years (10-12)				
B	English » 4 years				
C	Math » 3 years / Through Algebra 2				
D	Science: Life & Physical » 2 years				
E	L. O. T. E. » 2 years				
F	Visual & Performing Arts » 1 year				
G	College Prep. Electives » 1 year				
	P.E. » 2 years				
	Other Electives				

<u>Additional Requirements Checklist</u>	<u>Senior Project Checklist</u>	<u>Post-Secondary Plans: (Five Doors of Opportunity)</u>
<input type="checkbox"/> Technology	<input type="checkbox"/> Proposal	<input type="checkbox"/> College/University _____
<input type="checkbox"/> Sophomore Interview	<input type="checkbox"/> Project	<input type="checkbox"/> Community College _____
<input type="checkbox"/> Community Service (40 hours)	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Trade/Vocational School _____
<input type="checkbox"/> SAT, ACT, or ASVAB	<input type="checkbox"/> Presentation	<input type="checkbox"/> Military Service _____
<input type="checkbox"/> College Level Experience		<input type="checkbox"/> Employment _____

“A-G” SUBJECT REQUIREMENTS AS OF 2005 FOR CALIFORNIA STATE UNIVERSITY (CSU) & UNIVERSITY OF CALIFORNIA (UC)

- A. History/Social Science – 2 years required.** Two years of History/Social Science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of U.S. History and one-half year of American Government/Civics.
- B. English – 4 years required.** Four years of college preparatory English. Students may only use one year of ESL/ELD English.
- C. Mathematics – 3 years required, 4 years recommended.** Three years of college preparatory Mathematics that include the topics covered in Elementary Algebra, Algebra I, Geometry, and Advanced Algebra/Algebra II. Approved Integrated Math courses may be used to fulfill part or all of this requirement
- D. Laboratory Science – 2 years required, 3 recommended.** Two years of Laboratory Science, including two of the three fundamental disciplines of Biology, Chemistry, and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.
- E. Language other than English – 2 years required, 3 recommended.** Two years of the same language other than English.
- F. Visual and Performing Arts – 1 year required.** Two terms of approved courses from a single discipline: Visual Art, Theater, Music (choral or instrumental).
- G. Elective – One year required.** One year (2 semesters) in addition to those required in “A-F” above, with the exception of first year courses in Algebra I, Algebra II, and Geometry in Mathematics, Foreign Language, and VPA. All courses must be listed under “A-F” above.



UC/CSU SCHOLARSHIP REQUIREMENTS (not Helix):

1. At least 7 of the above courses must be completed during the last two years of high school.
2. All required courses must be college prep level (or above) and completed with an earned grade of “C” or better.
3. Only the grades students earn in grades 10, 11, & 12, in the above courses, are used to calculate the GPA. However, grade 9 courses can be used to meet the subject requirements if the student earns a grade of “C” or better.
4. **CSU** - If a student’s GPA is 2.0 - 3.0, the student has met the minimum requirement for admission if they have an acceptable CSU eligibility index. This eligibility index is based on GPA and the SAT or ACT test scores (without writing). If a student’s GPA is 3.0 or higher, the student has met the minimum requirement for admission.

UC - If a student’s GPA is 3.0 or higher, the student has met the minimum requirement if they have an acceptable UC eligibility index. The UC eligibility index is the GPA, ACT or SAT scores (including writing) and 2 Subject Tests (SAT II).

SPECIAL NOTE:

- * *Meeting the minimum subject and scholarship requirements does not guarantee a student admission to the campus or major selected by a student. UC/CSU admission is extremely competitive.*

UC/CSU COLLEGE SYSTEM A-G REQUIREMENTS 2019-20

Helix Charter High School – Applies to the 2019-20 Academic Year Only

IMPORTANT: All classes must be passed with a “C” or better to qualify. AP = Advanced Placement C = College Prep

<p style="text-align: center;">A</p> <p style="text-align: center;">HISTORY/SOCIAL SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p>AP HUMAN GEOGRAPHY 1/2</p> <p style="text-align: center;">ITSS</p> <p style="text-align: center;">10TH</p> <p>WORLD HISTORY 1C/2C</p> <p>AP EUROPEAN HISTORY 1/2</p> <p style="text-align: center;">11TH</p> <p>U.S. HISTORY 1C/2C</p> <p>AP U.S. HISTORY 1/2</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">4 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p>ENGLISH 1C/2C OR HONORS*</p> <p style="text-align: center;">10TH</p> <p>ENGLISH 3C/4C OR HONORS*</p> <p style="text-align: center;">11TH</p> <p>ENGLISH 5C/6C or</p> <p>AP ENGLISH LANG & COMP 1/2</p> <p style="text-align: center;">12TH</p> <p>EXP READ & WRITING 1C/2C</p> <p>ENGLISH 7C/8C</p> <p>ENGLISH FOR BUSINESS 1C/2C</p> <p>AP ENGLISH LIT & COMP 1/2</p> <p>SCI FI LIT 1C/2C</p> <p>BILINGUAL LEARNERS 5/6 (ELD 5/6)</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">3 YEARS REQUIRED</p> <p style="text-align: center;">(4 YEARS RECOMMENDED)</p> <p>ALGEBRA 1C – 1/2* or HONORS*</p> <p>GEOMETRY 1C –1/2* or HONORS*</p> <p>ALGEBRA 2C 1/2* or HONORS*</p> <p style="text-align: center;">(Must pass Algebra II)</p> <p>ALGEBRA IIIC</p> <p>PRE CALCULUS 1H/2H</p> <p>AP STATISTICS 1/2</p> <p>AP CALCULUS AB, BC</p> <p style="text-align: right;">*Not UC/CSU Honors</p>
<p style="text-align: center;">D</p> <p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">(3 YRS RECOMMENDED)</p> <p>BIOLOGY 1C/2C or HONORS*</p> <p>CHEMISTRY 1C/2C or HONORS</p> <p>PHYSICS 1C/2C or AP PHYSICS</p> <p style="text-align: center;">(MUST BE 2 YRS OF ABOVE)</p> <p>OCEANOGRAPHY 1C/2C</p> <p>PHYSIOLOGY 1C/2C or HONORS</p> <p style="text-align: center;">*Not UC/CSU Honors</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">LANGUAGE OTHER THAN ENGLISH</p> <p style="text-align: center;">(LOTE)</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">(3 YEARS RECOMMENDED)</p> <p>AMERICAN SIGN 1C/2C*, 3/4C</p> <p>FRENCH 1C/2 C*, 3C/4C</p> <p>SPANISH 1C/2C*, 3C/4C</p> <p>SPANISH SPEAKERS 1C/2C*</p> <p style="text-align: center;">*Must be 2 years of the same language</p>	<p style="text-align: center;">G</p> <p style="text-align: center;">ELECTIVE</p> <p style="text-align: center;">1 YEAR OF ANY A-F</p> <p style="text-align: center;">ABOVE THE MINIMUM REQUIREMENT</p> <p style="text-align: center;">(EXCEPT THOSE WITH ASTERISK*)</p> <p>ECONOMICS 1C</p> <p>POLITICAL SCIENCE 1C</p> <p>PSYCHOLOGY 1C/2C</p> <p>AP PSYCHOLOGY 1/2</p> <p>EARTH SCIENCE 1C/2C</p> <p>SPORTS MEDICINE 1,2,3,4</p> <p>DEV PSYCH OF CHILD 1,2</p> <p>AP COMPUTER SCIENCE A</p> <p>AP COMPUTER SCIENCE PRINCIPLES</p> <p>CAD 1C/2C, 3C/4C</p> <p>VIDEO GAME DESIGN 1/2</p> <p>ENTREPRENEURSHIP 1C/2C</p> <p>ROBOTICS ENG TECH 1C/2C</p> <p>MESA</p> <p>DIGITAL ARTS 3C/4C</p> <p>STATISTICS 1C/2C</p>
<p style="text-align: center;">F</p> <p style="text-align: center;">VISUAL AND PERFORMING ARTS (VAPA) 1 YEAR REQUIRED</p>		
<p>ART 1C/2C - 5C/6C</p> <p>AP STUDIO ART</p> <p>DIGITAL ARTS 1/2</p> <p>FILM PRODUCTION</p> <p>CONCERT CHOIR</p> <p>JAZZ ENSEMBLE</p> <p>PERCUSSION ENSEMBLE</p> <p>SHOW CHOIR</p>	<p>CHAMBER CHOIR</p> <p>COLOR GUARD</p> <p>CONCERT BAND</p> <p>SYMPHONY BAND</p> <p>WIND SYMPHONY</p> <p>SYMPHONY ORCHESTRA</p> <p>BAGPIPES</p> <p>BEGINNING PIANO 1C/2C</p>	<p>BEGINNING GUITAR</p> <p>THEATER 1/2</p> <p>ADVANCED DRAMA</p> <p>FASHION INT/DES 1C/2C</p> <p>BEGINNING DANCE</p> <p>INTERMEDIATE DANCE</p> <p>ADVANCED DANCE</p>

Helix 9th Grade Course Descriptions 2019-2020

All 9th grade students will be enrolled in eight (8) classes, including Math (counts as two), English, Science, PE, Helix First, and in most cases ExL, Social Science/Computer Technology (counts as one).

ENGLISH

Four years of English are required for graduation.

English 1C/2C: A two-semester course in reading and writing for the college bound 9th grader. Students will receive intensive instruction in sentence structure, vocabulary building, literary analysis, and research techniques as outlined in the Common Core State Standards. This course meets the UC/CSU “B” requirement.

English 1H/2H: An honors course for those who have demonstrated high ability and achievement in English. A two-semester course in reading and writing for the college bound 9th grader. Students will receive intensive instruction in sentence structure, vocabulary building, literary analysis, and research techniques as outlined in the Common Core State Standards. Selection is based on the Helix Honors English Placement Test. (Students earning high marks in middle school English are encouraged to take the Honors challenge.) This course meets the UC/CSU “B” requirement.

Bilingual Learners: Placement in Bilingual Learner courses is based on English Language Placement test and teacher recommendation.

MATHEMATICS

Algebra I, Geometry and Algebra II are required for graduation.

Algebra 1C: The entry level mathematics course at Helix Charter High School, this is a four-semester course in first-year algebra emphasizing linear and quadratic equations, problem solving, and graphing. This course is a foundation for all high school and college mathematics courses and is recommended for students who have had algebra in middle school. Students performing well in this course will have the opportunity to earn honors credit and transition to Honors Math during semester 4. This course meets the UC/CSU “C” requirements.

Honors Alg/Geom: Prerequisite: A score over 250 on the Helix Mathematics Placement Test.

A four semester course combining both Algebra 1H and Geometry 1H. This course will move at a fast pace and cover both the material from an advanced first year-algebra class as well as plane and solid Geometry. This course meets four semesters of the the UC/CSU “C” requirements.

Sheltered Math Lab: This sequence of two-semester courses is for the student who is limited English proficient and who is not yet ready for a mainstream math course. All work will be done independently and cover material including Basic Algebra, Algebra 1C, Algebra 2C, or higher.

PHYSICAL EDUCATION

Fitness/Team Sports and Individual Sports in the 9th grade are required for graduation. All 9th grade students will take both classes. All Physical Education classes include cardiovascular fitness activities.

Fitness/Team Sports: Activities include circuit training, testing on the California Fitness tests and various team sports. This semester course satisfies half of the first year requirement for Physical Education.

Individual Sports: Activities include First-Aid, swimming, and tennis. This semester course satisfies half of the first year requirement for Physical Education.

SCIENCE

Earth Science 1C/2C: The following two-semester mandatory course for 9th graders will focus on improving student literacy skills, problem solving, inquiry, and the scientific method. Students will be prepared for future HCHS Science Department Courses. Earth Science is a detailed look at our planet and the processes that have shaped it. Students will be exposed to important concepts that align with the California Content Standards and Next Generation Science Standards (NGSS). Fulfills UC/CSU “G” requirement. Students should determine their first preference of the following Earth Science 1C courses. We will try to honor preferences, but scheduling may not allow us to do so.

1. **Earth Science: Intro. To Engineering Design and Solutions:** Introduction to Engineering Design and Solutions in Earth Science (IEDSES) is for 9th grade students who are interested in design and engineering or other technical careers. The major focus of the IEDSES course is to introduce students to the design process, professional communication and collaboration methods from an Earth Science based point of view. IEDSES gives students the opportunity to develop skills in research and analysis, teamwork and problem solving through activity, projects, and problem-based learning. This course will incorporate the NGSS (Next Generation Science Standards) for Earth Science and focus on the Science and Engineering Practices.
2. **Earth Science: The Science of Natural Disasters:** This is a hands-on, laboratory based Earth Science course in which students will explore the movement of the planet as it applies to surface features. Students will be given the opportunity to delve into the relationships between landforms, people, and how natural disasters like tsunamis, earthquakes, volcanoes, meteors, floods, sinkholes, tornadoes, hurricanes, and glacial calving can affect topographic features and population centers. A special emphasis will be placed on the understanding and measurement of global warming processes. This class incorporates NGSS standards and Helix science department policies to enhance student success in science. Field trips to local sites of past and current disasters will also be offered.
3. **Earth Science Through California’s Natural History:** This Earth Science course divides 11 geomorphic provinces of California into the 4 systems of earth science: biosphere, geosphere, hydrosphere, and atmosphere. Aligning with NGSS standards, students will take an interactive tour of California, from experiencing earthquakes along the San Andreas fault, climbing up Coastal Redwoods in the pacific northwest, to tracing the path of a retreating glacier in the Yosemite Valley. This hands-on, in-depth look at the unique environment of California will focus on (1)the physical environment including geologic history, hydrology, climatology and soils, (2)the diverse ecosystems including native plant communities, endemic wildlife and natural resources and (3)the impact of humans on this natural environment. Field trips will be offered at a variety of locations to enhance the learning experience of the students.
4. **Earth Science: An Ocean Perspective:** This Earth Science, NGSS next generation science standards’ based course is developed for 9th grade students to meet the Helix science elective graduation requirement. It will be a hands on, minds on course that focuses on the importance of water on our planet. We will cover a broad range of topics from water the molecule to ocean waters that make up over 70% of our planet. We will discover how water has shaped our planet, and how humans have affected our waters. Water on our planet is known as the hydrosphere, and we will explore how this system is interwoven into all other Earth systems, the air, the land, and life. Field trips to the tide pools and local aquaria will support our learning. Be ready for this ocean journey, climb aboard. View this [short video](#) to get an idea of some of the important topics we will cover.

Biology 1/2H: Prerequisite: A passing score on both the Helix Honors English Placement Exam and the Helix Honors Mathematics Placement Exam. This rigorous two-semester laboratory class is designed for the academically motivated biology student. With its accelerated pace and depth of content, this course is intended for students interested in the sciences. Students will earn these biology skills, concepts and processes, through a combination of textbook analysis, self-study, small group laboratory experiences, and class discussions. Meets Helix graduation requirement: Life Science. Students that take Honors Biology as a freshman will not take Earth Science. Fulfills UC/CSU “D” or “G” requirements.

Biology 1S (Sheltered): (9-11) This two-semester course is designed for the non-native English speaker. Course content, all the topics required for Biology by the State of California, is the same as Biology 1C. However, the class will be composed of fewer students and will emphasize CLAD teaching strategies. This course meets the Life Science graduation requirement.

SOCIAL SCIENCE

Introduction to Social Science 1C: (ITSS): (9) This one-semester survey course is designed with the purpose of developing and improving reading, writing, speaking, and critical thinking skills while studying Human and Physical Geography. This course is taught in conjunction with a one-semester technology course (Introduction to Computer Science, MESA, Tech Discoveries 1, or Introduction to Robotics). This course satisfies the graduation requirement for 9th grade Social Science. Fulfills UC/CSU “A” requirement. Students should determine their first preference of the following Introduction to Social Science 1C courses. We will try to honor preferences, but scheduling may not allow us to do so.

1. **ITSS: Regional Studies Focus:** In this course, students will study three regions of the world, with each region focusing on a specific theme. First, we will learn about Asia with a focus on population: Japan and population adaptation, North Korea and population manipulation, and China and population control. Next is South America and poverty, including child labor, and leading to migration and reasons that cause people to move. Last, we will study Africa and conflict over the past 150 years, starting with the Scramble for Africa and including such events as the Genocide in Rwanda and Apartheid in South Africa. Also included in this course is a Research Project and presentation designed to help students acquire skills that will help them be successful throughout their time at Helix.
2. **ITSS: World Religions Focus:** The World Religions focus provides the opportunity for students to gain an in-depth insight into the diversity of the world. This one-semester course examines the Buddhist, Christian, Hindu, Islamic, Jewish, and polytheistic religious traditions among others and examines world history through the religious lenses. We will examine conflicts before, during and after religious events, human migration and population controls and densities due to religion. Students will explore conflict among and between entities including religion vs. religion, religion vs government, people vs religion. Students will learn to recognize and find meanings in a variety of religious expressions while discovering that misinterpretations of these religious expressions can lead to inaccuracies, stereotypes and distortions and conflict. Attitudes of respect and appreciation for religious diversity are encouraged throughout the course.
3. **ITSS: Global Conflict Focus:** This version of ITSS leverages project based learning to increase student engagement and voice, while reinforcing the skills necessary in the 21st century. We broaden the scope of conflict beyond that of traditional military conquests and delve into current issues that are currently shaping our world at varying scales. Using the the Inquiry Arch from the [C3 Framework from the National Council for the Social Studies](#) we will analyze the cause and effect relationship of conflict in relation to economic and cultural globalization, migration, social movements, and the natural environment.

Sheltered Introduction to Social Science: (Sheltered ITSS): (9) This two-semester course is designed for non-native English learners. The class will be composed of fewer students and will emphasize CLAD teaching strategies. It is a survey course designed with the purpose of developing and improving reading, writing, speaking, and critical thinking skills while studying Human and Physical Geography.

AP Human Geography: (9) The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that shaped human understanding, and use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science practice. Each unit of study includes content as well as skill standards, assignments, activities, and assessments. Students may take the Advanced Placement Test, and contingent on their passing may receive AP Credit. **Students that take AP Human Geography will not take an ITSS, or a semesterized freshman Technology course (MESA, Tech Discoveries, Intro to Computer Science, Intro to Robotics). Selection is based on the honors placement test. Fulfills UC/CSU "A" or "G" requirement.**

COMPUTER TECHNOLOGY

All 9th grade students taking a college prep Social Science class (ITSS 1C) are required to take at least one one-semester Computer Technology class. Students will choose their first preference. We will try to honor these preferences, however scheduling may not allow us to do so.

Introduction to Computer Science: This course introduces students to computer science as a vehicle for problem solving, communication, and personal expression. This 9-week course focuses on the visible aspects of computing and computer science, encouraging students to see where computer science exists around them and how they can engage with it as a tool for expression and exploration of societal and ethical issues. Units covered: Human Computer Interaction, Problems Solving, Web Design and Introduction to Programming. This course has been developed using the Exploring Computer Science (ECS) curriculum based out of UCLA and University of Oregon. This course meets the one semester technology requirement and is highly recommended for 9th grade. This course is taught in conjunction with a one-semester social studies course, ITSS.

MESA: Mathematics, Engineering, Science Achievement (MESA) is an introductory one-semester class for 9th graders. It provides a unique combination of growth mindset enrichment activities, project based hands-on learning through balsa wood bridge building, Arduino circuit and programming, Structural engineering, and other projects based on engineering principles. MESA is nationally recognized for its innovative and effective academic development program for science, technology engineering and math (STEM) fields.



in

MESA prepares students to enter the Engineering or Computer Science pathway at Helix Charter High School, and also supports the MESA Club on campus. This course meets the one semester technology requirement and is highly recommended for 9th grade. This course is taught in conjunction with a one-semester social studies course, ITSS. This course meets the UC/CSU "G" requirement. Check out this informational Video: <https://www.youtube.com/watch?v=4enk3zAcVGI&t=11s>

Tech Discoveries 1: The curriculum of this one-semester class is designed to expose students to various technological concepts and career paths. Students will learn a minimum of seven technology skills including digital imagery, digital video editing, robotics and basic computer programming. This course is taught in conjunction with a one-semester social studies course – ITSS. This course meets the one semester technology requirement and is highly recommended for 9th grade.

Introduction to Robotics: The objective of this course is to introduce students to the field of Robotics and stimulate their interests in programming and engineering. The course is an introductory one-semester class for 9th graders. Students will work with VEX IQ robots to learn the fundamentals of designing, building, and programming robots. During this course, students will be required to work in teams as they complete weekly class challenges. In addition to working with physical robots, students be introduced to Robot Virtual Worlds through a Carnegie Mellon developed curriculum. This course is taught in conjunction with a one-semester social studies course, ITSS. This course meets the one semester technology requirement and is highly recommended for 9th grade.

ACADEMIC SUPPORT CLASSES

Extended Learning (ExL): Ninth grade students are assigned to ExL and will remain in the program throughout their 9th grade year. No letter grade is given for this non-credit course. However, students do earn a conduct and effort grade. There will also be various presentations given in ExL to facilitate a smooth transition into the academic and social aspects of high school. This course provides ninth grade students with tutoring, time to study and complete homework, research projects, and improve literacy skills by using Achieve 3000. Students will have the opportunity to practice a variety of learning skills, which will be useful in all class settings. Students will be expected to maintain a digital planning tool, track assignments and grades. This course will be taken every other day opposite Helix First.

Helix First: This required ninth-grade course meets every other day opposite ExL or another A/B class. The course is designed to connect students to Helix, both academically and socially. The course will give students the tools, skills, encouragement, and support necessary for the success Helix knows each student is capable of reaching. Students will leave the course with an increased desire to succeed, improved academic reading and writing skills, and better study habits.

Study Skills: Working collaboratively with Study Skills and classroom teachers, this unit provides students on an Individual Learning Plan (IEP or 504) additional one-on-one and collaborative group academic support. Class work review, accountability for completing work, test preparation, time management, and study skills are the emphasis within this unit. Academic Coaches also observe students in their regular education classes to better support the student's learning outside the classroom. The structure of the day includes online reading and math support as well as pod work time with Academic Coaches at a 5:1 ratio.

ELECTIVE CLASS POSSIBILITIES FOR AN 8TH CLASS

These classes may be taken in addition to the seven required classes. Please select only ONE. Students requesting an 8th class will NOT be enrolled in Extended Learning (ExL). Students taking an elective for an 8th class must maintain good grades in all classes. Please note that placement is based on space available.

ART

Art 1-2: This yearlong A/B course offers an exciting investigation into the elements of design and how they apply to art creation, art history, and theory. Students will explore multiple art media in the application of projects, exercises, and studies of artists that came before them. Art lectures will be provided. Students will learn to plan, propose, produce, and critique artwork from stills, models, and from their imagination. This course meets the UC/CSU Fine Arts "F" requirement.



COMPUTER TECHNOLOGY

AP Computer Science Principles: This year-long A/B course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Whether it's 3D animation, video games, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. This new AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedules permit. Both courses include rigorous computer science content and skills that can be built on to complete further science, technology, engineering, and mathematics (STEM) and computing studies. **Selection is based on the results of honors placement test.** This course is an option for the Computer Science/Engineering Career Path. Students enrolled in AP Human Geography may take this course to meet their Computer Technology requirement. This course meets UC/CSU "G" requirement. Check out this informational video:

<https://www.youtube.com/watch?v=S1vFrz4NETg>

PERFORMING ARTS

(Marching Band will be assigned as required.) Note that some of these classes require auditions. Students requesting the class will be notified of audition and placed in the class upon instructor's request.

Beginning Guitar: This yearlong A/B course is open to all students with or without a musical background. Students will learn basic music theory as applied to guitar. Emphasis is on chords and scales. A variety of folk, blues, and popular music will be learned. **Students must have an acoustic guitar.** This course meets the UC/CSU "F" requirement.

Theatre 1/2: This yearlong A/B course is a beginning study in drama that is open to all grade levels and covers pantomime, oral interpretation, acting, theater history, and technical theater. This course meets UC/CSU "F" requirement.

Musical Theatre: This yearlong A/B course is an exploration of Broadway Musical Theatre. Students work on the combined disciplines of acting, singing, and dancing, through rehearsal and performance. **A willingness to sing and dance is required.**

Bagpipes (Pipe Band): (By audition only) Yearlong A/B course. This class is for any student interested in playing bagpipes and carrying out the Scottish theme of Helix. Individual instruction is given in the pipes or drums. During the year these students are a part of the marching band and have the same responsibilities and requirements. During the spring, the pipe band performs at special events and concerts, and travels to Scottish Games in Southern California. **Participation in after-school, evening, weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Concert Choir: This yearlong A/B course is open to all students, regardless of musical experience or ability level. This is a traditional choral group. Emphasis is on basic vocal/choral technique and musicianship. Music of all styles and periods is performed. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Link to video: <https://youtu.be/-0Hs9NtTGbo>.

Show Choir (Advanced Choir): (By audition only) This year-long A/B course has an emphasis on show choir techniques and performance. This course is the most selective and advanced group in the Choral Department. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement. Links to videos: <https://youtu.be/-ZzwMqxAr64>, <https://youtu.be/GLY6V6jMmtE>.

Color Guard: (By audition only) Students in this yearlong A/B course become members of Helix Color Guard and perform routines, which use tall flags, rifles, and letters. In the fall Color Guard performs with the marching band in parades and field shows, and in spring performs as a unit in the Winter Guard circuit in gymnasiums throughout Southern California. Students enrolled in this class must also enroll in Marching Band in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Concert Band: This group of wind instrumentalists in this yearlong A/B course is a part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. Previous experience is recommended. The school may furnish some instruments. Emphasis in this band is placed on learning and developing basic music skills and techniques through the performance of quality wind band literature. Students enrolled in this class must also enroll in Marching Band in the fall term. **Participation in after-school, evening,**

and weekend rehearsals and performances is required. This course meets the UC/CSU "F" or "G" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Dance 1-2: These courses are beginning level courses. No prior dance experience is necessary. Dancers are required to obtain a lock and a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant.

Participation in after-school, evening, and weekend rehearsals and performances is required. This course meets the UC/CSU "F" requirement.

1. **Beginning Dance:** This yearlong A/B course will involve having students learn and create movement using the basic elements of movement: time, space, and energy. Students will obtain beginning level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology.
2. **Musical Theater Dance (Tap, Jazz, Ballet):** This year long A/B course will involve having students learn and create movement as it specifically pertains to musical theatre. Students will obtain beginning level technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history through the lens of musical theatre. Through various activities, group projects, and performances, students will explore musical theatre as a genre, develop an appreciation through learning its history, and perform a variety of original works by famous choreographers.

Intermediate Dance: (By audition only.) This yearlong A/B course places the emphasis on particular dance styles. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant.

Participation in after-school, evening, and weekend rehearsals and performances is required.

Advanced Dance (Unleashed Dance Company): (By audition only) This yearlong A/B course places the emphasis on particular dance styles. Students learn and create movement exploring the principles of dance: time, space, and energy. Students will obtain advanced level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills with a deeper level of exploration and understanding. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement, and is required for the Dance major. Check out these videos: [Contemporary Dance](#), [Jazz](#), [Musical Theater](#)

Marching Band: Term 1 A/B. This is a companion course for all band classes and ensemble so outdoor rehearsal can take place with all groups together. Stretching, warming up, and aerobic exercise through marching and playing musical instruments are the principal activities. Per school policy, P.E. credit is given to 10-12th grade only, and credit for these two terms is applied to the second year graduation requirement. 9th graders still must take this course and receive elective credit. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course **does NOT** meet UC/CSU requirements. Visit <http://helixinstrumental.org/pages/programs> for more information.

Percussion Ensemble: Yearlong A/B. This is a course for percussionists only, which is a part of the marching band in the fall. Students from this class make up the percussion sections of the bands and orchestra in the spring. The school furnishes percussion instruments. Students are expected to become proficient at playing multiple percussion instruments and apply that proficiency in performance. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after-school, evening, weekend rehearsals, and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Symphony Orchestra: Yearlong A/B. Symphony Orchestra is an advanced-level Honors Instrumental Music Class working on and performing orchestra music at the college level. This course would be a rigorous college-level program for students willing to accept the demands of the program. This course offers accelerated California Performing Arts standards-based instruction for the advanced and talented musicians. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Speech: This year-long A/B course focuses on competitive speech. Students improve oral communication skills through preparation for, and participation in speech and/or debate competitions. **Participation in after-school and weekend competitions is required.**

Debate: This year-long A/B course focuses on competitive debate. Students improve oral communication and argumentation skills through preparation for, and participation in debate competitions. Students will compete in a variety of debate and limited preparation speech events that include Lincoln Douglas Debate, Public Forum Debate, Parliamentary Debate, Student Congress and Extemporaneous Speaking. **Participation in after-school and weekend competitions is required.**

Technical Theatre: This yearlong A/B course covers the basics of set, props, costumes, makeup, lights, and sound design and construction. In addition to design projects and assignments, students receive hands-on experience as a member of the design, building, and running crews for the Theatre productions. Students may also serve as crews for outside performances and assemblies. This course serves as a hands-on lab and project-based program giving the students real world experience in the elements of Technical Theatre.

Theatre for Young Audiences: This year-long A/B course is open to all grade levels. The course includes reading, critically analyzing, performing and writing theatre pieces intended for audiences from pre-K to fifth grade. The students will also write and perform a theatre piece that will be performed at local elementary schools and for Scottie Tots. This course is particularly recommended for students who have an interest in theatre and/or early childhood education.

STUDENTS TAKING AP HUMAN GEOGRAPHY ELECTIVE POSSIBILITIES

9th grade students who test into AP Human Geography may be enrolled in another technology class instead of ExL, space permitting. During Summer Registration, these students may select from available courses. The following are the courses that may be available.

COMPUTER TECHNOLOGY ELECTIVES

AP Computer Science Principles: This year-long A/B course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Whether it's 3D animation, video games, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. This new AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedules permit. Both courses include rigorous computer science content and skills that can be built on to complete further science, technology, engineering, and mathematics (STEM) and computing studies. **Selection is based on the results of honors placement test.** This course is an option for the Computer Science/Engineering Career Path. Students enrolled in AP Human Geography may take this course to meet their Computer Technology requirement. This course meets UC/CSU "G" requirement. Check out this informational video:

<https://www.youtube.com/watch?v=S1vFrz4NETg>

CAD (Computer Aided Design) 1-2: Engineering and Architecture through hands on activities and computer based design with AutoCAD. Students apply geometric knowledge of the x, y, and z-axis through coordinate entry methods. The class will focus on the 2D and 3D environment. Students will apply these techniques and principles to various projects including Mars Rovers, Cardboard Chair, Dream House, Paper Roller Coasters, Bridge Building, etc. Students will become familiar with system hardware and software related to CAD, including AutoCAD, Revit, and Google SketchUp. This course is a combination of project based learning, lecture, and self-paced learning. Being creative and willingness to problem solve is encouraged. This course meets the technology graduation requirement, and is an excellent complementary course to Robotics, AP Physics, Environmental Design, and even ACE Club (Architecture, Construction and Engineering). This course satisfies the Helix Technology Requirement. This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. Check out this informational Video:

<https://www.youtube.com/watch?v=ZDW2CYP1sOA&t=52s>

Film Production 1-2: (9-12) Prerequisite: Successful completion of Algebra I (or concurrent enrollment) or consent of instructor. The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and professional editing techniques. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, and postproduction. Students work individually and in groups to create various video projects including short films and music videos. This course satisfies the Helix Technology Requirement. This course meets the UC/CSU "F" requirement. This course articulates with Grossmont College (Course MCOM 120).

Geographic Information Systems (GIS) 1-2: (9-12) Love Geography? Want to help solve the problems around the world? This project based course is designed to provide basic understanding of concepts in geographic information systems (GIS). GIS is a computer system used to store, analyze, digitize, and solve real-world problems using geography and data tables. Students will learn how to use different technologies to analyze human and environmental problems and think spatially. The class is a combination of hands-on projects related to spatial thinking and earth related subjects as well as modules that focus on climate, landforms, boundaries, evacuation sites, standards of living, etc. This course is an excellent complementary course for AP Environmental Science, AP Human Geography, AP Statistics, AP Economics. This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. Informational Video: [Check out this video about GIS!](#)

Robotics Engineering Technology 1-2: (9-12) This course explores the interaction of programming and engineering, and is designed to interest students in the field of robotics and motivate them to pursue advanced education in science and engineering. Throughout the course, students will move between programming in Robot Virtual Worlds and programming a physical robot. Students will program VEX Robots in a variety of challenges using a curriculum developed by Carnegie Mellon. The curriculum includes: system configurations, basic movements, sensors, program flow and loops, timing sequences, and direct control through remote control. Upon completion of the curriculum, students will have an opportunity to obtain a Certificate of Achievement in Introduction to Programming from the Carnegie Mellon Robotics Academy. In addition to individual challenges, students will experience team dynamics as they prepare to compete in VEX Class Challenges. The challenges will give students hands-on experience programming and engineering robots, as they develop problem-solving strategies and solutions to engineering problems. This course is an option for the Computer Science/Engineering Career Path. Co-requisites: Geometry and physics are recommended. However, motivated students with an interest in robotics may take the course without these requirements. This course satisfies the Helix Technology Requirement. This course satisfies UC “G” elective credit requirement.

Samples of 9th Grade Schedules

Classes shown in Term I may be reversed with Term II.

Students will have four periods per day and staff may schedule them in any order.

ExL (Extended Learning) is a support class with academic coaches/tutors monitoring student progress and assisting students in studying and homework completion.

Helix First is a support class that supports literacy, focuses on study skills/organization, and teaches students about the history and culture of Helix. These courses are taken every other day opposite one another all year long.

Sample College Prep Math Schedule

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
English 1C	English 2C	Earth Science 1C	Earth Science 2C
*Algebra IC	*Algebra IC	*Algebra IC	*Algebra IC
ExL /Helix First	ExL /Helix First	ExL /Helix First	ExL /Helix First
Physical Education	Physical Education	Intro to Social Science (ITSS)	Tech Discoveries/MESA/Intro to Comp Sci/Intro to Robotics

* Algebra IC is a year-long class to prepare students to be successful in subsequent Math Courses.

Sample Honors Math Schedule

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
English 1C or *1H	English 2C or *2H	Earth Science or Honors Biology	Earth Science or Honors Biology
*Honors Algebra/Geometry	*Honors Algebra/Geometry	*Honors Algebra/Geometry	*Honors Algebra/Geometry
Helix First/ExL	Helix First/ExL	Helix First/ExL	Helix First/ExL
Physical Education	Physical Education	Intro to Social Science (ITSS)	Tech Discoveries/MESA/Intro to Comp Sci/Intro to Robotics

*All students interested in taking any honors class in 9th grade must take the honors placement exam. Students that qualify for Honors Math will be in a year-long course in preparation for Honors Algebra II.



Sample AP Human Geography & AP Comp Principles (No ExL)

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
Helix First/PE	Helix First/PE	Helix First/PE	Helix First/PE
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
**AP Hum Geo/AP Comp Sci Principles			
*English 1H	*English 2H	Earth Science or Honors Biology	Earth Science or Honors Biology

*All students interested in taking AP Human Geography and/or an honors class in 9th grade must take the honors placement exam. There will be a math and writing portion to the exam.

** AP Human Geography students in this scenario do not take Tech/ITSS; instead, students may take a computer science course such as AP Computer Science Principles or a 2-semester Technology Course. Students may also hold off meeting technology requirement until 10th/11th grade in order to take ExL.

Sample AP Human Geography w/ Technology Elective (No ExL)

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
*English 1H	*English 2H	Technology	Technology
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
**AP Hum Geo/Helix First	**AP Hum Geo/Helix First	**AP Hum Geo/Helix First	**AP Hum Geo/Helix First
Physical Education	Physical Education	Earth Science or Honors Biology	Earth Science or Honors Biology

*All students interested in taking AP Human Geography and/or an honors class in 9th grade must take the honors placement exam. There will be a math and writing portion to the exam.

** AP Human Geography students do not take Tech/ITSS. In this sample, students take a two-semester technology elective.

Sample AP Human Geography w/ ExL (No Technology Elective)

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
*English 1H	*English 2H	Earth Science or Honors Biology	Earth Science or Honors Biology
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
**AP Hum Geo/PE	**AP Hum Geo/PE	**AP Hum Geo/PE	**AP Hum Geo/PE
Helix First/ExL	Helix First/ExL	Helix First/ExL	Helix First/ExL

*All students interested in taking AP Human Geography and/or an honors class in 9th grade must take the honors placement exam. There will be a math and writing portion to the exam.

** AP Human Geography students do not take Tech/ITSS. Students may hold off meeting technology requirement until 10th/11th grade if technology does not fit into their schedule or in order to take ExL.

Sample AP Computer Science Principles (No ExL)

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
*English 1H	*English 2H	Intro to Social Science (ITSS)	Tech Discoveries/MESA/Intro to Comp Sci/Intro to Robotics
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
**AP Comp Sci/Helix First	**AP Comp Sci/Helix First	**AP Comp Sci/Helix First	**AP Comp Sci/Helix First
Physical Education	Physical Education	Earth Science or Honors Biology	Earth Science or Honors Biology

**All students interested in taking AP Computer Science Principles and/or an honors class in 9th grade must take the honors placement exam There will be a math and writing portion to the exam.*

Sample 8th Class as an Elective Schedule (No ExL)

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
English 1C	English 2C	Earth Science 1C	Earth Science 2C
*Helix First/Elective	Helix First/Elective	Helix First/Elective	Helix First/Elective
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
Physical Education	Physical Education	Tech Discoveries/MESA/Intro to Comp Sci/Intro to Robotics	Intro. to Social Science (ITSS)

**Elective students will not have ExL in 9th grade. Students requesting an 8th class will NOT be enrolled in Extended Learning (ExL),*

**These students must maintain B or better grades in all classes in order to continue with an extra elective course.*

Sample Marching Band Schedule

Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
English 1C	English 2C	Helix First/ExL	Helix First/ExL
Yearlong Math	Yearlong Math	Yearlong Math	Yearlong Math
PE/Concert Band	PE/Concert Band	PE/Concert Band	PE/Concert Band
Marching Band/Helix First	Marching Band/Helix First	Earth Science 1C	Earth Science 2C

**Marching Band student will not have ITSS/Tech or ExL Fall Term and will complete technology requirement in 10th or 11th grade.*

HELIX CHARTER HIGH SCHOOL

10th–12th GRADE COURSE CATALOG for the 2019–2020 School Year

TABLE OF CONTENTS		GRADUATION CREDIT REQUIREMENTS		DEPARTMENT	CHAIRPERSON	(619) 644-1940
Academic Support	24	English	40 credits	Art	Tina Colera colera@helixcharter.net	ext. 317
A - G Requirements	5	Mathematics (including Algebra II and Geometry)	30 credits	Bilingual Learners	Dan Baits baits@helixcharter.net Elena Smith esmith@helixcharter.net	ext. 361 ext. 124
Art	7	Science	20 credits	Business	Giff Asimos asimos@helixcharter.net	ext. 165
Bilingual Learners	12	Social Science		Computer Technology	Dianne Damschen ddamschen@helixcharter.net	ext. 205
Business	8	World History	10 credits	English	Dan Baits baits@helixcharter.net	ext. 361
Career Tech. Ed. (CTE)-EDGE	31	US History	10 credits	Academic Support	Renee Milburn milburn@helixcharter.net	ext. 259
College Level Experience	3	American Government	5 credits	L.O.T.E.	Amanda Dolphin dolphin@helixcharter.net	ext. 209
Computer Technology	8-10	Economics	5 credits	Helix First	Aleen Jendian jendian@helixcharter.net	ext. 396
Class Advisors	1	Physical Education	20 credits	Family and Consumer Science	Beth Leighton leighton@helixcharter.net	ext. 390
Department Chairpersons	1	Visual & Performing Arts	10 credits	Math	Jeff Babbitt babbitt@helixcharter.net	ext. 563
English	10-12	Foreign Language (LOTE)	20 credits	Physical Education	Ryan Silva silva@helixcharter.net	ext. 378
Family & Consumer Sci.	12-13	Number of Elective Units	50 credits	Performing Arts	Gregg Osborn gosborn@helixcharter.net	ext. 366
Four-Year Plan	4	Total Credits Required	220 credits	Science	Debra Byrd byrd@helixcharter.net	ext. 384
Grade Level Teams	1	Additional Graduation Requirements		Social Science	Sean Morris morris@helixcharter.net	ext. 453
Graduation Requirements	2-4	★ Sophomore Interview		Special Education	Dawna Lompfrey/Becky Meyer lompfrey@helixcharter.net meyer@helixcharter.net Kim Fleming fleming@helixcharter.net	ext. 137/175 ext. 446
Graduation Process	2	★ Tech Foundations				
Grossmont College Courses	24-31	★ Senior Project				
L.O.T.E.	13-14	★ Community Service (40 hours)				
Mathematics	14-15	★ SAT, ACT, or ASVAB				
Non-Departmental Classes	22- 23	★ Must meet all A-G reqs.				
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Vision for all Students	2					

GRADE LEVEL TEAM CONTACT: Parents/guardians are encouraged to contact their student’s Grade Level Team (GLT) at the following extensions regarding issues pertinent to their academic success. Moreover, parents/guardians should meet their student’s teachers at Open House Nights. Parents/guardians may also wish to conference with teachers by phone or e-mail. **Phone: (619) 644-1940.**

Grade Level Teams	9th	10th	11th	12th
Administrative Assistant	Gabby Carbajal - ext. 152 carbajal@helixcharter.net	Joan Urich - ext. 123 urich@helixcharter.net	Sara Brown - ext. 124 sbrown@helixcharter.net	Vicky Rodriguez - ext. 145 rodriguez@helixcharter.net
Academic Advisor	Stefanie Meza - ext. 134 toilolo@helixcharter.net	Yolanda Street - ext. 199 street@helixcharter.net	Danika Markey - ext. 143 markey@helixcharter.net	Frank Theroux - ext. 136 theroux@helixcharter.net
Counselor	Kathy Gunion - ext. 146 gunion@helixcharter.net	Hugo Gonzalez - ext. 149 gonzalez@helixcharter.net	Arica Villegas - ext. 144 villegas@helixcharter.net	Monica Olivari - ext. 147 olivari@helixcharter.net
Grade Level Principal	David Watkins - ext. 152 watkins@helixcharter.net	Paula Ann Trevino - ext. 122 trevino@helixcharter.net	Elena Smith - ext. 124 esmith@helixcharter.net	Damon Chase - ext. 127 chase@helixcharter.net
Class Advisor(s)	Emily Burrough - ext. 133 burrough@helixcharter.net Aleen Jendian - ext. 396 jendian@helixcharter.net	Jaime Woodland - ext. 207 woodland@helixcharter.net	Rebecca Skullerud - ext. 353 skullerud@helixcharter.net Mark Demers - ext. 112 demers@helixcharter.net	Lloyd Sabin - ext. 397 sabin@helixcharter.net
College Access Counselor	Cathy Singer - ext. 141 csinger@helixcharter.net			

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, Revised: May 19, 2003, Revised: May 16, 2005,
Revised: May 30, 2007 (May 30 revision takes effect with Class Key 2007).

Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; June 6, 2011; June 10, 2013. REVISED: February 10, 2014;
REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**; First reading of edits
December 18 2017. **Revised January 22, 2018**. First Reading of edits September 17, 2018. **Revised October 15, 2018**. First
reading of edits December 17, 2018; **Revised January 28, 2019**.

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student's program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.
3. If a student is under suspension during the last month school is in session of his/her final semester before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the

school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 Semesters World History or European History; 2 Semesters United States History
- English (“b”) Four years, 8 Semesters
- Math (“c”) Three years, 6 Semesters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 Semesters of Biology; 2 Semesters of Physical Science (Physics or Chemistry)
- Language other than English (“e”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 Semester
- Economics 1 Semester

Additional Requirements:

- PE 4 Semesters
- Technology 1 Semester
- Senior Project
- Community Service 40 hours
- Post Secondary Testing – requirement may be met by one of the following tests taken at any time within high school enrollment (SAT, PSAT, ACT, Mock Testing, or ASVAB).

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Senior Project

All Seniors will...

- Produce, prepare, have approved and perform a project that is substantially challenging and requires a development in themselves of new understandings and skills.
- Provide a portfolio documenting the process of the project.
- Prepare and deliver an 8-11 minute presentation to a board consisting of Helix staff and community members.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.
2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:

- i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)
 - ii. EAP score of “Exempt” or “Conditionally Exempt”
- b) Mathematics Minimum Competency:
- i. A non-modified grade of “C” or better through any of the following:
Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
 - ii. EAP score of “Exempt” or “Conditionally Exempt”

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 and BP 5125, students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

FOUR-YEAR PLAN A-G Requirements		9	10	11	12
A	History/ Social Science » 2 years (10-12)				
B	English » 4 years				
C	Math » 3 years / Through Algebra 2				
D	Science: Life & Physical » 2 years				
E	L. O. T. E. » 2 years				
F	Visual & Performing Arts » 1 year				
G	College Prep. Electives » 1 year				
	P.E. » 2 years				
	Other Electives				

<u>Additional Requirements Checklist</u>	<u>Senior Project Checklist</u>	<u>Post-Secondary Plans: (Five Doors of Opportunity)</u>
<input type="checkbox"/> Technology	<input type="checkbox"/> Proposal	<input type="checkbox"/> College/University _____
<input type="checkbox"/> Sophomore Interview	<input type="checkbox"/> Project	<input type="checkbox"/> Community College _____
<input type="checkbox"/> Community Service (40 hours)	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Trade/Vocational School _____
<input type="checkbox"/> SAT, ACT, or ASVAB	<input type="checkbox"/> Presentation	<input type="checkbox"/> Military Service _____
<input type="checkbox"/> College Level Experience		<input type="checkbox"/> Employment _____

“A-G” SUBJECT REQUIREMENTS AS OF 2005 FOR CALIFORNIA STATE UNIVERSITY (CSU) & UNIVERSITY OF CALIFORNIA (UC)

- A. History/Social Science – 2 years required.** Two years of History/Social Science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of U.S. History and one-half year of American Government/Civics.
- B. English – 4 years required.** Four years of college preparatory English. Students may only use one year of ESL/ELD English.
- C. Mathematics – 3 years required, 4 years recommended.** Three years of college preparatory Mathematics that include the topics covered in Elementary Algebra, Algebra I, Geometry, and Advanced Algebra/Algebra II. Approved Integrated Math courses may be used to fulfill part or all of this requirement
- D. Laboratory Science – 2 years required, 3 recommended.** Two years of Laboratory Science, including two of the three fundamental disciplines of Biology, Chemistry, and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.
- E. Language other than English – 2 years required, 3 recommended.** Two years of the same language other than English.
- F. Visual and Performing Arts – 1 year required.** Two semesters of approved courses from a single discipline: Visual Art, Theater, Music (choral or instrumental).
- G. Elective – One year required.** One year (2 semesters) in addition to those required in “A-F” above, with the exception of first year courses in Algebra I, Algebra II, and Geometry in Mathematics, Foreign Language, and VPA. All courses must be listed under “A-F” above.



UC/CSU SCHOLARSHIP REQUIREMENTS (not Helix):

1. At least 7 of the above courses must be completed during the last two years of high school.
2. All required courses must be college prep level (or above) and completed with an earned grade of “C” or better.
3. Only the grades students earn in grades 10, 11, & 12, in the above courses, are used to calculate the GPA. However, grade 9 courses can be used to meet the subject requirements if the student earns a grade of “C” or better.
4. **CSU** - If a student’s GPA is 2.0 - 3.0, the student has met the minimum requirement for admission if they have an acceptable CSU eligibility index. This eligibility index is based on GPA and the SAT or ACT test scores (without writing). If a student’s GPA is 3.0 or higher, the student has met the minimum requirement for admission.
UC - If a student’s GPA is 3.0 or higher, the student has met the minimum requirement if they have an acceptable UC eligibility index. The UC eligibility index is the GPA, ACT or SAT scores (including writing).

SPECIAL NOTE: *Meeting the minimum subject and scholarship requirements does not guarantee a student admission to the campus or major selected by a student. UC admission is extremely competitive.*

UC/CSU COLLEGE SYSTEM A-G REQUIREMENTS 2019-20

Helix Charter High School – Applies to the 2019-20 Academic Year Only

IMPORTANT: All classes must be passed with a “C” or better to qualify. AP = Advanced Placement C = College Prep

<p style="text-align: center;">A</p> <p style="text-align: center;">HISTORY/SOCIAL SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p style="text-align: center;">AP HUMAN GEOGRAPHY 1/2 ITSS</p> <p style="text-align: center;">10TH</p> <p style="text-align: center;">WORLD HISTORY 1C/2C AP EUROPEAN HISTORY 1/2</p> <p style="text-align: center;">11TH</p> <p style="text-align: center;">U.S. HISTORY 1C/2C AP U.S. HISTORY 1/2</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">4 YEARS REQUIRED</p> <p style="text-align: center;">9TH</p> <p style="text-align: center;">ENGLISH 1C/2C OR HONORS*</p> <p style="text-align: center;">10TH</p> <p style="text-align: center;">ENGLISH 3C/4C OR HONORS*</p> <p style="text-align: center;">11TH</p> <p style="text-align: center;">ENGLISH 5C/6C or AP ENGLISH LANG & COMP 1/2</p> <p style="text-align: center;">12TH</p> <p style="text-align: center;">EXP READ & WRITING 1C/2C ENGLISH 7C/8C ENGLISH FOR BUSINESS 1C/2C SCI FI LIT 1C/2C BILINGUAL LEARNERS 5/6 (ELD 5/6)</p> <p style="text-align: center;">*Not UC/CSU Honors</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">3 YEARS REQUIRED</p> <p style="text-align: center;">(4 YEARS RECOMMENDED)</p> <p style="text-align: center;">ALGEBRA 1C – 1/2* or HONORS* GEOMETRY 1C – 1/2* or HONORS* ALGEBRA 2C 1/2* or HONORS* (Must pass Algebra II) ALGEBRA IIIC PRE CALCULUS 1H/2H STATISTICS 1C/2C AP STATISTICS 1/2 AP CALCULUS AB, BC</p> <p style="text-align: center;">*Not UC/CSU Honors</p>			
<p style="text-align: center;">D</p> <p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">(3 YRS RECOMMENDED)</p> <p style="text-align: center;">BIOLOGY 1C/2C or HONORS* AP BIOLOGY CHEMISTRY 1C/2C or HONORS PHYSICS 1C/2C or AP PHYSICS</p> <p style="text-align: center;">(MUST BE 2 YRS OF ABOVE)</p> <p style="text-align: center;">OCEANOGRAPHY 1C/2C PHYSIOLOGY 1C/2C or HONORS*</p> <p style="text-align: center;">*Not UC/CSU Honors</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">LANGUAGE OTHER THAN ENGLISH</p> <p style="text-align: center;">(LOTE)</p> <p style="text-align: center;">2 YEARS REQUIRED</p> <p style="text-align: center;">(3 YEARS RECOMMENDED)</p> <p style="text-align: center;">AMERICAN SIGN 1/2C*, 3/4C FRENCH 1/2 C*, 3/4C SPANISH 1/2C*, 3/4C SPANISH SPEAKERS 1/2C*</p> <p style="text-align: center;">*Must be 2 years of the same language</p>	<p style="text-align: center;">G</p> <p style="text-align: center;">ELECTIVE</p> <p style="text-align: center;">1 YEAR OF ANY A-F</p> <p style="text-align: center;">ABOVE THE MINIMUM REQUIREMENT</p> <p style="text-align: center;">(EXCEPT THOSE WITH ASTERISK*)</p> <p style="text-align: center;">ECONOMICS 1C POLITICAL SCIENCE 1C PSYCHOLOGY 1C/2C AP PSYCHOLOGY 1/2 EARTH SCIENCE 1C/2C SPORTS MEDICINE 1,2,3,4 DEV PSYCH OF CHILD 1,2 AP COMPUTER SCIENCE A AP COMPUTER SCIENCE PRINCIPLES CAD 1C/2C, 3C/4C VIDEO GAME DESIGN 1/2 ENTREPRENEURSHIP 1C/2C ROBOTICS ENG TECH 1C/2C MESA DIGITAL ARTS 3C/4C STATISTICS 1C/2C</p>			
<p style="text-align: center;">F</p> <p style="text-align: center;">VISUAL AND PERFORMING ARTS (VAPA) 1 YEAR REQUIRED</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> ART 1C/2C - 5C/6C AP STUDIO ART DIGITAL ARTS 1/2 FILM PRODUCTION CONCERT CHOIR JAZZ ENSEMBLE PERCUSSION ENSEMBLE SHOW CHOIR </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> CHAMBER CHOIR COLOR GUARD CONCERT BAND SYMPHONY BAND WIND SYMPHONY SYMPHONY ORCHESTRA BAGPIPES BEGINNING PIANO 1C/2C </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> BEGINNING GUITAR THEATER 1/2 ADVANCED DRAMA FASHION INT/DES 1C/2C BEGINNING DANCE INTERMEDIATE DANCE ADVANCED DANCE </td> </tr> </table>			ART 1C/2C - 5C/6C AP STUDIO ART DIGITAL ARTS 1/2 FILM PRODUCTION CONCERT CHOIR JAZZ ENSEMBLE PERCUSSION ENSEMBLE SHOW CHOIR	CHAMBER CHOIR COLOR GUARD CONCERT BAND SYMPHONY BAND WIND SYMPHONY SYMPHONY ORCHESTRA BAGPIPES BEGINNING PIANO 1C/2C	BEGINNING GUITAR THEATER 1/2 ADVANCED DRAMA FASHION INT/DES 1C/2C BEGINNING DANCE INTERMEDIATE DANCE ADVANCED DANCE
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ART

Art 1-2: This two-semester course offers an exciting investigation into the elements of design and how they apply to art creation, art history, and theory. Students will explore multiple art media in the application of projects, exercises, and studies of artists that came before them. Art lectures will be provided. Students will learn to plan, propose, produce, and critique artwork from stills, models, and from their imagination. This course meets the UC/CSU Fine Arts “F” requirement.

Art 3-4: This two-semester course continues the exploration into the arts through the principles of design. Students will expand their skills and creativity through investigations of art media, other artist’s works, class critiques, and observation. Students will be encouraged to build a portfolio and investigate other possible art careers. Prerequisite: Grade of “C” or better in Art 1-2 or portfolio approval. This course satisfies the “F” Requirement for UC/CSU.

Art 5-6: This two-semester course builds upon the prerequisite course work previously offered and fosters more independent work to broaden the student’s particular artistic needs while continuing the studies of other artists, art history, and class critiques. Students will continue to build their portfolio and investigate possible art college options. Prerequisite: Grade of “C” or better in Art 3-4 or teacher approval. This course satisfies the “F” Requirement for UC/CSU.

Art 7-8: (11-12) This two-semester course is for the strong Art student. Students will develop a portfolio to present to art colleges, help develop and put on the Helix Senior Art Show, and hone their understanding of art today. Prerequisite: Grade of “C” or better in Art 5-6 or teacher approval.

AP Studio Art: (11-12) If you are planning to continue in art after school or just want an intense, rigorous art-making experience, this class is for you. You will broaden your artistic scope, choose an area of focus, and learn how to put together a portfolio that shows what you can do. You will work under the advisement of the instructor, but will be charting your own exploratory course. This class will prepare you for AP Art portfolio submission. Prerequisite: Successful completion of Art 3-4 and instructor approval. This course satisfies the “F” Requirement for UC/CSU.

Digital Art 1-2: This two-semester course introduces the computer as a medium for creating original artwork. Students will learn about aesthetics, artistic perception, artistic composition, and creativity in order to visually communicate ideas. Using industry standard programs including Adobe Photoshop and Illustrator, students will learn the tools and techniques of image creation and manipulation. This course satisfies the Helix Technology Requirement. This course meets the UC/CSU “F” requirement. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Digital Art 3-4: Advanced Digital Art is the second course in the Digital Art series. Students will learn more advanced techniques using Adobe Illustrator and Photoshop, as well as being introduced to Adobe InDesign. Projects are based on exciting and growing arts careers such as Advertising, Marketing, Graphic Design, and Illustration. Prospective projects include: designing a book cover, postcard/greeting card, product advertisement, magazine layout, and more! This course will culminate in the creation of a professional, industry standard website portfolio. Students who complete this course series will a step closer to work in entry-level arts positions and be ready to apply for higher education in the digital arts. (Prerequisites: Digital Art 1-2 with a C or higher) This class satisfies the “G” requirement for A-G UC/CSU.

Art 1-2S: This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while learning Art Curriculum. Students will explore multiple art media in the application of projects, exercises, and studies of artists that came before them. Students will learn to plan, propose, and produce artwork from stills, models, and from their imagination.



BUSINESS

Grossmont College BUS 109 - Elementary Accounting: This course is to be taken along with Empowering Entrepreneurs and English for Business. This course is part of the Business Career Path. Students learn Accounting hands-on as they run Helix's on campus T-shirt and Engraving companies. (This course may also be taken as a stand alone course, but priority registration will be given to students in the Business Career Path.) *See table at end of catalog

Grossmont College BUS 195 - Principles of Money Management: (This course does not fulfill Economics requirement.) *See table at the end of catalog

Economics 1C: (12) This one-semester course is required for seniors, and is taught back-to-back with Political Science. Topics covered include personal finance, economic reasoning, comparative economic systems, supply and demand, measuring the health of the economy, and stabilizing the economy using fiscal and monetary policy. This course satisfies the graduation requirement for Economics. This course meets the UC/CSU "G" requirement.

Grossmont College ECON 120 - Principles of Macroeconomics: *See table at end of catalog

Grossmont College ECON 121 - Principles of Microeconomics: *See table at end of catalog

Empowering Entrepreneurs: (12) Empowering Entrepreneurs provides students the opportunity to develop a business idea, create a prototype of their product using Helix's Makerspaces, and pitch their idea to local community members. The course is built on the concepts outlined in the book Who Owns the Ice House. In addition to developing their own business ideas, students will also continue to run Helix's on campus T-shirt and Engraving Companies. This course meets the UC/CSU "G" requirement. Successful completion of Algebra 1C is a prerequisite. This course is the Capstone course for the Business Career Path and must be taken with Accounting and Business English to be recognized as a business major at graduation. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Marketing: (11-12) This two-semester project-based course introduces common marketing vocabulary, principles and practices. By implementing actual marketing plans for clubs and classes on the Helix campus, students will have the opportunity to create a marketing "tool box" enabling them to develop a strong background in all aspects of marketing. The course will examine the pertinent aspects of the business model canvas, "marketing mix," consumer behavior, producer behavior, price and profitability. Students will improve skills in a variety of communication styles, expand and improve critical thinking skills, build their knowledge and use of technology, and develop a greater understanding of how the social media is used in marketing.



COMPUTER TECHNOLOGY

AP Computer Science: Prerequisite: Successful completion of Algebra II (or concurrent enrollment) or consent of instructor. AP Computer Science introduces students to the formal concepts of object-oriented computer programming, including program design, control structures, data structures and algorithms using the Java programming language. It is a year-long course designed to be comparable to a first year college level computer programming class. In today's world, almost every occupation or endeavor uses some form of computer software. Some knowledge about how software is designed, created and maintained will provide useful background. This course is articulated with Grossmont College (Course CSIS 293), which means earning a grade of "B" or better earns college credit. These credits are transferable to UC/CSU, and possibly to other colleges. For many college majors, AP Computer Science will be the only college course on the subject a student will be required to take. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement. This course is the Capstone course of the Computer Science/Engineering Career Path. Informational video: [Check out this video about AP Computer Science!](#)

AP Computer Science Principles: (9-12) AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on

creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Whether it's 3-D animation, video games, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. This new AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedules permit. Both courses include rigorous computer science content and skills that can be built on to complete further science, technology, engineering, and mathematics (STEM) and computing studies. This course is an option for the Computer Science/Engineering Career Path. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement. Informational video: [Check out this video about AP Computer Science Principles!](#)

CAD (Intro to Engineering and Architecture) 1-2: Engineering and Architecture through hands on activities and computer based design with AutoCAD. Students apply geometric knowledge of the x, y, and z-axis through coordinate entry methods. The class will focus on the 2D and 3D environment. Students will apply these techniques and principles to various projects including Cardboard Chair, Dream House, Paper Roller Coasters, Bridge Building, etc. Students will become familiar with system hardware and software related to CAD, including AutoCAD, Revit, and Google SketchUp. This course is a combination of project based learning, lecture, and self-paced learning. Being creative and willingness to problem solve is encouraged. This course meets the technology graduation requirement, and is an excellent complementary course to Robotics, AP Physics, Environmental Design, and even ACE Club (Architecture, Construction and Engineering). This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. Informational Video: [Check out this video about CAD!](#)

CAD (Advanced Engineering and Architecture) 3-4: Prerequisite: "C" or higher in CAD 1-2. This is an advanced architecture and engineering course. Students that have taken CAD 1-2 are eligible to take this course. This course will follow the student's passion (architecture or engineering). The learning environment will be focused on the student's area of interest and the student will learn more advanced techniques both in software and hands on projects. This is a capstone class for the Computer Sci/Engineering pathway and is great for senior projects. Emphasis is placed on 3-D parametric solid modeling using Autodesk Mechanical Desktop. Student will develop skills and utilize techniques to produce geometric profiles that serve as a database for the production of 3-D models, working drawings, bill of materials and exploded views of assembled models. This course meets the UC/CSU "G" requirement.

Film Production 1-2: (10-12) Prerequisite: Successful completion of Algebra I (or concurrent enrollment) or consent of instructor. The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and professional editing techniques. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, and postproduction. Students work individually and in groups to create various video projects including short films and music videos. This course meets the UC/CSU "F" requirement. This course satisfies the Helix Technology Requirement. This course articulates with Grossmont College (Course MCOM 120).

Film Production 3-6: (10-12) Prerequisite: Passing of Film Production 1-2. This course is designed to build upon previous experiences in Film Production. Students will learn advanced techniques in editing, cinematography, and motion graphics. Students will become leaders in the class and take on more important roles in the production of videos. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Geographic Information Systems (GIS) 1-2: (9-12) Love Geography? Want to help solve the problems around the world? This project based course is designed to provide basic understanding of concepts in geographic information systems (GIS). GIS is a computer system used to store, analyze, digitize, and solve real-world problems using geography and data tables. Students will learn how to use different technologies to analyze human and environmental problems and think spatially. The class is a combination of hands-on projects related to spatial thinking and earth related subjects as well as modules that focus on climate, landforms, boundaries, evacuation sites, standards of living, etc. This course is an excellent complementary course for AP Environmental Science, AP Human Geography, AP Statistics, AP Economics. This course is an option for the Computer Science/Engineering Career Path. This course meets the UC/CSU "G" requirement. This course satisfies the Helix Technology Requirement. Informational Video: [Check out this video about GIS!](#)

Robotics Engineering Technology 1-2: (9-12) This course explores the interaction of programming and engineering, and is designed to interest students in the field of robotics and motivate them to pursue advanced education in science and engineering. Throughout the course, students will move between programming in Robot Virtual Worlds and programming a physical robot. Students will program VEX Robots in a variety of challenges using a curriculum developed by Carnegie Mellon. The curriculum includes: system configurations, basic movements, sensors, program flow and loops, timing sequences, and direct control through remote control. Upon completion of the curriculum, students will have an opportunity to obtain a Certificate of Achievement in Introduction to Programming from the Carnegie Mellon Robotics Academy. In addition to individual challenges, students will experience team dynamics as they prepare to compete in VEX Class Challenges. The challenges will give students

hands-on experience programming and engineering robots, as they develop problem-solving strategies and solutions to engineering problems. This course is an option for the Computer Science/Engineering Career Path. Co-requisites: Geometry and physics are recommended. However, motivated students with an interest in robotics may take the course without these requirements. This course satisfies the Helix Technology Requirement. This course satisfies UC "G" elective credit requirement.

Robotics Engineering Technology 3-4: Students will continue their work from Robotics 1-2 to work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the importance of integrating sensors, complex machine control, and briefly discuss robot learning and multi-robot systems. Students will be expected to solve challenges using physical robots and computer simulations. Students will work in teams to complete a larger design problem and participate in local and regional competitions. Special attention will be paid to the design process and its communication through both presentation and documentation. Students will explore additional hardware and software solutions to robotics problems. Students will learn advanced hardware and software techniques, as well as the mathematics and physics to understand them. Students will use additional hardware and software platforms to understand robotics applications (Arduino, parallax, etc.) This course is an option for the Computer Science/Engineering Career Path. Prerequisite: Passing of Robotics 1-2.

Video Game Programming 1-2: Prerequisite: Successful completion of Algebra I or consent of the instructor. This two-semester course offers a strong foundation in video game design and programming through the study of gaming technology, game design process, animation, and level design. Students will learn to analyze games and gameplay elements, examine genres and trends in gaming, and learn basic programming skills. Students will create several video games that can be published online. This course is an option for the Computer Science/Engineering Career Path. This course satisfies the Helix Technology Requirement. This course meets UC/CSU "G" requirement.

3D Animation and Design 1-2: Prerequisite: Successful completion of Algebra I or consent of instructor. In this course you will learn the cutting edge of 3D design and animation. Students will use state of the art software to create Hollywood-quality, three-dimensional designs and animations, and will learn to create the same visual effects used in movies, television, video games, and web pages. Students will create several short animated films and design elements that can be placed in video games. This course meets the UC/CSU "G" requirement. This course satisfies the Helix Technology Requirement.



ENGLISH

English 3-4C: (10) Prerequisite: English 1 AND 2 with a grade of "C" or better. This course emphasizes expository writing, research, literary analysis, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU English "B" requirement.

English 3-4H: (10) Selection is based on student performance: B's or better in current honors English courses, or a Lexile of 1080 or above and a teacher recommendation. An entrance assignment is required - see Department Chair. This honors course allows students to challenge themselves with more advanced analytical skills than English 3-4C, requiring additional reading and writing as self-directed learners. The 10th grade students continue an in-depth study of literary genres and extensive composition and research skills as outlined in the Common Core State Standards. This course meets the UC/CSU English "B" requirement.

English 5-6C: (11) Prerequisite: English 1, 2, 3 AND 4 with a grade of “C” or better. This course emphasizes expository writing, research, literary analysis of American authors, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU English “B” requirement.

AP English Language & Composition: (11) Selection is based on student performance: B’s or better in current honors English courses, or a Lexile of 1200 or above and a teacher recommendation. Summer assignment is required - see Department Chair. This course is a year-long A/B course. The focus of the reading is on the methods used by authors, primarily in non-fiction writing, to express their views. Style analysis is one important focus. Writing includes analytical papers, paragraphs, timed writings, and formal essays. Assigned work is quantitatively and qualitatively different from college prep courses, as this class prepares students for the AP English test in Language and Composition. Selection is based on student performance: B’s or better in current honors English courses, or a Lexile of 1200 or above and a teacher recommendation. Summer assignment is required - see Department Chair. This course meets the UC/CSU English “B” requirement.

Writing Review: (10-12) This course, designed for incoming 10th, 11th and 12th grade students new to Helix, emphasizes critical reading, expository writing, and research skills for the college-bound student as outlined in the Common Core State Standards. Students may earn elective credit or repeat one quarter of English credit from 1C to 8C. Counselor must notify instructor in advance if students are attempting to earn 5C through 8C credit.

Senior English Choices - Prerequisite: English 1, 2, 3, 4, 5, 6 with a grade of “C” or better. All Senior English Choices meet the UC/CSU English “B” or “G” requirement

ERWC: The Expository Reading and Writing Course focuses on preparing seniors for college reading and writing. In collaboration with the California State University system, course completion with a “C” or better grants “College Ready” status **to students who have been granted “conditional” status based upon their EAP/Smarter Balanced results.** Achieving “College Ready” status grants students immediate placement in first-year composition courses at all California State University campuses and all California Community Colleges. The course focuses on informational and narrative texts and analytical writing. This course meets the UC/CSU “B” requirement and NCAA requirement in English.

English for Business 1-2C: This course is designed to expose students to the vital English skills needed in today’s business world. Students will develop a greater understanding and ability to apply written and oral English competencies, as well as listening and critical thinking skills through real world connections. Students will exit the course having created a personal resume and individual business plan. Literature selections will include novels with underlying business lessons as well as biographies of recognized business leaders, such as Walt Disney, Bill Gates and Oprah Winfrey. Priority is given to Business Career Path Students. This course meets the UC/CSU “B” requirement and NCAA requirements in English. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

English 7-8C: The following two-semester courses emphasize expository writing, research, analysis of a broad range of literary styles, and oral communication skills for the college-bound student as outlined in the Common Core State Standards. This course meets the UC/CSU “B” requirement and one NCAA requirement course in English. Choose one of the following English 7-8 C courses with an emphasis in:

1. **Literature of Hip-Hop:** This course is designed to explore the poetics and literature of hip-hop, including culture, historical development, political significance, and social influence. Students will analyze the popularity, values, and criticism of hip-hop through a variety of contemporary songs, poems, essays, short stories, novels, and films, as well as literature from oral and classic sources. Students will compose/perform original works of poetry and use reading/research strategies and textual analysis to evaluate the style, techniques and contributions of significant hip-hop artists. This course will confront hip-hop’s use of vulgar, derogatory, racist, sexist, misogynistic and homophobic language and themes in order to develop a vision of social justice and community activism.
2. **Theory and Practice of Literature:** This course emphasizes creative writing, research, oral communication and literary analysis of a variety of essays, poems, short stories, plays and films. Students read and analyze a variety of literary styles and compose a variety of creative texts.

Science Fiction Literature: This course is designed for students who plan to attend a college or university. Students will explore the evolution of science fiction literature and film from its origins. Students will examine the popularity, values, and criticisms of this literary and film genre and its impact on modern culture. Students will analyze science fiction literature and film using reading strategies and key aspects of textual analysis and evaluate the style and literary techniques of major Science Fiction authors. This course meets the UC/CSU “B” requirement and NCAA requirements in English.

Grossmont College ENG 120 - College Composition and Reading: *See table at end of catalog

English Electives - Journalism courses do not yet meet UC/CSU A-G requirements:

Journalism 1-2: This is a year-long A/B introductory course to writing for school publication. Journalistic writing is emphasized. Students are expected to cover and write about school events such as assemblies, sporting events, clubs, and organizations. Feature and editorial writing are also taught. Writers from this class may advance to editorial positions on the newspaper next year.

Journalism 3-6: This is a year-long A/B course production class for the school newspaper. Some students may apply for positions as business manager, photographer, artist, or web page manager. Returning staff members may apply to be section editors.

BILINGUAL LEARNERS

Bilingual Learners – Beginning Level 1-2: This four-semester sequence of courses provides 9th - 12th grade beginning level English-as-a-Second-Language and English Language Development instruction for the non-English-speaking student. Emphasis is placed on basic communication skills in English.

Bilingual Learners – Intermediate Level 3-4: This four-semester sequence of courses provides intermediate level English-as-a-Second-Language and English Language Development instruction for the limited-English-speaking student. Speaking, listening, reading and writing skills are developed.

Bilingual Learners – Advanced Level 5-6: This four-semester sequence of courses provides advanced level English-as-a-Second-Language and English Language Development instruction for the limited-English speaker. Speaking, listening, reading and writing skills are further developed. This course meets the UC/CSU “B” requirement and NCAA requirements in English.

Transitional English: This is a year-long course for limited-English-proficient students who have successfully completed the ESL/ELD sequence. Primary emphasis will be placed on improving English writing skills and raising reading comprehension levels. After successful completion of this course, students are ready to take Helix college-prep level English courses.

FAMILY AND CONSUMER SCIENCE

[*Click here to check out the courses offered in Family and Consumer Science \(AKA Home Economics!\)*](#)

Developmental Psychology of Children: Prerequisite: Algebra I. This two-semester course covers relationships, conception, prenatal development, the newborn, toddlers, and parenting skills. Students will learn to appreciate children as individuals and gain experience through our on-site 3 week preschool, Scottie Tots. Career opportunities in child development and related fields will be explored. Open to all students, grades 9-12. Males are encouraged to participate - parenting is a two person responsibility. Meets the CSU/UC “G” requirement. This is an articulated course where students can earn college credits with Grossmont/Cuyamaca Community Colleges with a grade of B or higher in both semesters.

Clothing I: Want to learn to sew? This is the elective for you! This course develops the understanding of selection and construction of clothing. Students learn the properties, weaves, and care of fabrics (man-made and natural fibers), the care and operation of sewing machines and equipment, how to follow pattern instructions, and the basics of garment construction.

Clothing, Intermediate: This course is a continuation of the development of basic skills in selection and construction of clothing with emphasis in pattern alterations. An emphasis on wise consumer practices as related to selection and construction of clothing will be covered. Prerequisite: Basic Clothing.

Clothing, Advanced: This course includes specialized instruction in one or more of the following areas: tailoring techniques, creative pattern designs and other advanced clothing construction techniques. Prerequisites: Intermediate Clothing.

Fashion and Interior Design (Environmental Design) Prerequisite: Algebra I. This is a two-semester course open to all students (male and female) designed to cover both aspects of the Interior and Fashion worlds. This course will cover elements and principles of design including color, houses, and fashion past and present, floor plans, building dream homes, designing clothing, and pursuing careers in both industries. This is a project-based, hands-on course open to all grades. Meets CSU/UC “F” requirement. [Click here to see student projects from this class!](#)

Basic Foods: Mac and cheese, fries, pizza, cinnamon rolls, tortilla soup - just a few of the foods you will learn to cook in this two-semester elective open to all students who want to learn the basics of cooking (from appetizers to desserts) covering sanitation, nutrition, healthy eating habits, eating disorders, meal planning, etiquette, and career options.

Gourmet Foods: Prerequisite: Basic Foods with a grade of "A" and teacher approval. For the serious culinary arts students interested in taking their skills to the next level; this class will include community service, career options, meal planning, event planning, and food presentation.

Single Survival: (11-12) Getting ready to move out on your own? Going away to college? This two-semester coed class is the class for you! Learn all the skills you will need to manage your money and keep yourself organized and healthy AND you get to cook and eat!! Open to juniors and seniors - a two semester elective to break up your day (so much better than being a T.A.!!!).

LANGUAGE OTHER THAN ENGLISH (L.O.T.E.)

All L.O.T.E. classes are open to all grades, 9-12. All of the 3-4C level L.O.T.E. classes require a "C" grade or higher in the previous level.

Initial placement in second-year L.O.T.E. courses (3-4C level or above) and Spanish for Spanish Speakers 1C-2C is based on the Helix Language Assessment Exam administered by appointment with the Helix department chair, or Helix teacher recommendation.

American Sign Language 1-2C: This is a two-semester course emphasizing signing, beginning comprehension, and interpretation and the deaf culture. Participants are required to be visually and actively engaged at all times as the class is conducted primarily in American Sign Language. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

American Sign Language 3-4C: Prerequisite: A grade of "C" or higher in American Sign Language 1-2C. This two-semester course continues with communication, additional vocabulary, speaking, comprehension and an in-depth understanding of the deaf culture. Completion of this course fulfills the UC/CSU "E" or requirement.

Grossmont College ASL 120 - ASL I: *See table at end of catalog

Grossmont College ASL 121 - ASL II: *See table at end of catalog

[Check out this video for information about the French program!](#)

French 1-2C: This is a two-semester course emphasizing beginning conversation, listening, reading, writing, and French culture. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

French 3-4C: Prerequisite: A grade of "C" or higher in French 2C. This is a two-semester course that continues with conversation, language comprehension, vocabulary, reading, writing, and French culture. Completion of this course fulfills the UC/CSU "E" or "G" requirement.

Grossmont College FRN 120 - French I: *See table at end of catalog

Grossmont College FRN 121 - French II: *See table at end of catalog

Grossmont College FRN 220 - French III: *See table at end of catalog

Spanish 1-2C: This is a two-semester course emphasizing beginning conversation, listening, reading, writing, and Latino culture. Recommended for students who earned a "C" or higher in their most recent English class. Completion of this course satisfies the first year of the UC/CSU "E" requirement.

Spanish 3-4C: Prerequisite: A grade of "C" or higher in Spanish 2C. This is a two-semester course that continues with conversation, language comprehension, vocabulary, reading, writing, and Latino culture. Completion of this course fulfills the UC/CSU "E" requirement.

Spanish for Spanish Speakers 1-2C: Recommended for students who earned a “B” or above in their most recent English class. This two-semester course is taught exclusively in Spanish, and is designed for Spanish-speaking students who are proficient in communication and comprehension of Spanish, but are not proficient in reading and writing Spanish. Vocabulary, grammar, reading, essay writing, and study of the Latino culture are emphasized. Successful completion of this course allows student to go directly into AP Spanish Language and Culture, and prepare for the AP Spanish Language Exam. Completion of this course fulfills the UC/CSU “E” requirement.

Grossmont College SPN 120 - Spanish I: *See table at end of catalog

Grossmont College SPN 121 - Spanish II: *See table at end of catalog

Grossmont College SPN 220 - Spanish III: *See table at end of catalog

MATHEMATICS

Sheltered Math Lab: This sequence of two-semester courses is for the student who is limited English proficient and who is not yet ready for a mainstream math course. All work will be done independently and cover material including Basic Algebra, Algebra 1C, Algebra 2C, or higher.

Algebra 1C: This is a four-semester course in first-year algebra emphasizing linear and quadratic equations, problem solving and graphing. This course is a foundation for all high school and college mathematics. This course meets the UC/CSU “C” requirement.

Geometry 1C: Prerequisite: Algebra 1C with a grade of “C” or better. This is a two-semester course in Euclidian Geometry for college bound students emphasizing problem solving, plane, solid, and coordinate geometry. This course meets the UC/CSU “C” requirements.

Geometry 1H: Prerequisite: Algebra 1H with a grade of “B” or better or Algebra 1C with a grade of “A” and teacher recommendation. This is a two-semester course in Euclidean Geometry for the student with excellent math skills. The course emphasizes proof in plane and coordinate geometry, and trigonometry. This course meets the UC/CSU “C” requirements.

Algebra 2C: Prerequisite: Algebra 1C with a grade of “C” or better. This year-long course will greatly expand your ability in Algebra with heavy emphasis on problem solving, conic sections, logarithms, probability, trigonometry sequences and series, and polynomial equations. Meets UC/CSU “C” requirements.

Algebra 2H: Prerequisite: Geometry 1H with a grade of “B” or better. This is a two-semester advanced algebra course for motivated students having excellent math skills. Problem solving, polynomial equations, conic sections, matrices, and trigonometry are emphasized. This course meets the UC/CSU “C” requirements.

Statistics 1C: Prerequisite: Algebra 2C with a grade of “C” or better. This is a two semester class in introductory statistics designed for the college bound student. Topics include data analysis, probability, linear regression, normal distributions, and experimental design. Time will also be spent preparing students for College Admission Tests. This class meets the UC/CSU “G” requirement.

Grossmont College MATH 120 - Mathematics for General Education: *See table at end of catalog

AP Statistics 1-2: Prerequisite: Algebra 2H with a grade of “C” or better or Algebra 2C with a grade of “B” or better AND English 6C with a grade of “B” or better. This is a year-long course that meets on an A/B schedule. It is designed to give students an introduction to college-level statistics and is for students who are interested in college fields such as psychology, sociology, business and health. Emphasis is on analyzing data, probability, random variables, and applying statistical methods to draw conclusions and solve problems. Students are required to take the Advanced Placement exam in Statistics. This course meets UC/CSU “C” or “G” requirements.

Pre-Calculus 1-2H: Prerequisite: Algebra 2H with a grade of “B” or better. A two-semester course which prepares students interested in highly technical fields like Engineering, Physics, Computer Science, and Math, who must take a rigorous course in Calculus. Content includes polynomial, exponential, logarithmic, and trigonometric functions, sequences and series, linear algebra, and coordinate geometry. This course meets UC/CSU “C” and “G” requirements.

AP Calculus AB/BC: Prerequisite: Pre-Calculus 1H with a grade of “B” or better. A four-semester course designed for the advanced math student who desires an introduction to college calculus. This course covers the foundations of both differential and integral calculus. Students are required to take the BC AP Exam. This course meets UC/CSU “C” and “G” requirements.

PERFORMING ARTS

Band/Orchestra

Bagpipes (Pipe Band): (By audition only) Yearlong A/B course. This class is for any student interested in playing bagpipes and carrying out the Scottish theme of Helix. Individual instruction is given in the pipes or drums. During the year these students are a part of the marching band and have the same responsibilities and requirements. During the spring, the pipe band performs at special events and concerts, and travels to Scottish Games in Southern California. **Participation in after-school, evening, weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Color Guard: (By audition only) Students in this yearlong A/B course become members of Helix Color Guard and perform routines, which use tall flags, rifles, and letters. In the fall Color Guard performs with the marching band in parades and field shows, and in spring performs as a unit in the Winter Guard circuit in gymnasiums throughout Southern California. Students enrolled in this class must also enroll in Marching Band in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Concert Band: This group of wind instrumentalists in this yearlong A/B course is a part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. Previous experience is recommended. The school may furnish some instruments. Emphasis in this band is placed on learning and developing basic music skills and techniques through the performance of quality wind band literature. Students enrolled in this class must also enroll in Marching Band in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Jazz Ensemble: (By audition only) Wind and percussion players must also be members of another performing group within the department, Spring Term A/B course. This course stresses advanced musical skills, and improvisational techniques of the professional band idiom. This class is open by audition only to the following instruments: saxophones, trumpets, trombones, drum set, auxiliary percussion, piano, string bass, bass guitar, and guitar. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets UC/CSU "F" requirements.

Marching P.E.: Fall Term 1 A/B course. This is a companion course for all band classes and ensemble so outdoor rehearsal can take place with all groups together. Stretching, warming up and aerobic exercise through marching and playing musical instruments are the principal activities. Per school policy, P.E. credit is given to 10-12th grade only, and credit for these two terms is applied to the second year P.E. requirement. 9th graders still must take this course and receive elective credit. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course **does NOT** meet UC/CSU requirements.

Percussion Ensemble: Yearlong A/B. This is a course for percussionists only, which is a part of the marching band in the fall. Students from this class make up the percussion sections of the bands and orchestra in the spring. The school furnishes percussion instruments. Students are expected to become proficient at playing multiple percussion instruments and apply that proficiency in performance. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after-school, evening, weekend rehearsals, and performances is required.** This course meets the UC/CSU "F" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Symphonic Band: Year-long A/B course. This group of wind instrumentalists is part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. The school may furnish some instruments. This band performs the finest in wind band literature. Students in this course are exposed to general and advanced music theory concepts. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Symphony Orchestra: Yearlong A/B. Symphony Orchestra is an advanced-level Honors Instrumental Music Class working on and performing orchestra music at the college level. This course would be a rigorous college-level program for students willing to accept the demands of the program. This course offers accelerated California Performing Arts standards-based instruction for the

advanced and talented musicians. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement. Visit <http://helixinstrumental.org/pages/programs> for more information.

Wind Symphony: (By audition only) Year-long A/B course. This group of wind instrumentalists is a part of the marching band in the fall and participates in concerts, a tour, and festivals in the spring. The school may furnish some instruments. This band performs the finest in wind band literature. Students in this course are exposed to general and advanced music theory concepts. Students enrolled in this class must also enroll in Marching P.E. in the fall term. **Participation in after school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Choir

Concert Choir: This course is open to all students, regardless of musical experience or ability level. This is a traditional choral group. Emphasis is on basic vocal/choral technique and musicianship. Music of all styles and periods is performed. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement. Link to video: <https://youtu.be/-0Hs9NtTGbo>.

Advanced Choir: (By audition only) These courses are the most selective and advanced groups in the choral department.

Links to videos: <https://youtu.be/-ZzwMqxAr64>, <https://youtu.be/GLY6V6jMmtE>.

1. **Show Choir:** This year-long A/B course has an emphasis on show choir techniques and performance. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.
2. **Chamber Choir (Highland Singers):** This year-long A/B course has an emphasis on advanced Chamber Choir techniques and performance, including Renaissance, Jazz and Contemporary A Cappella genres. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" or "G" requirement.

Dance

[Check out this Video of Dance at Helix!](#)

Dance 1-2: These courses are beginning level courses. No prior dance experience is necessary. Dancers are required to obtain a lock and a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU "F" requirement.

1. **Beginning Dance:** This yearlong A/B course will involve having students learn and create movement using the basic elements of movement: time, space, and energy. Students will obtain beginning level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology.
2. ~~**Musical Theater Dance (Tap, Jazz, Ballet):** This yearlong A/B course will involve having students learn and create movement as it specifically pertains to musical theatre. Students will obtain beginning level technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history through the lens of musical theatre. Through various activities, group projects, and performances, students will explore musical theatre as a genre, develop an appreciation through learning its history, and perform a variety of original works by famous choreographers.~~

Intermediate Dance: (By audition only.) This yearlong A/B course places the emphasis on particular dance styles. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant. **Participation in after-school, evening, and weekend rehearsals and performances is required.**

Advanced Dance (Unleashed Dance Company): (By audition only) This yearlong A/B course places the emphasis on particular dance styles. Students learn and create movement exploring the principles of dance: time, space, and energy. Students will obtain advanced level dance technique and vocabulary, aesthetic perception and valuing, creative expression, and explore various aspects of dance history. Through various activities, group projects, and performances, students will learn choreography and develop composition skills with a deeper level of exploration and understanding. Students will explore and experience various dance styles, techniques, rhythm patterns, and related dance skills i.e. costuming, programming, and musicology. Dancers are required to obtain a locker in the Girl's Locker Room. Students may bring a lock from home or purchase a lock from the Locker Room Attendant.

Participation in after-school, evening, and weekend rehearsals and performances is required. This course meets the UC/CSU “F” or “G” requirement, and is required for the Dance major. Check out these videos: [Contemporary Dance](#), [Jazz](#), [Musical Theatre](#)

Music

Beginning Guitar: This year-long A/B course is open to all students with or without a musical background. Students will learn basic music theory as applied to guitar. Emphasis is on chords and scales. A variety of folk, blues and popular music will be learned. **Students must have an acoustic guitar.** This course meets the UC/CSU “F” requirement.

Beginning Piano: This year-long A/B course is designed for the beginner with no piano skills through the intermediate piano player who may have had some piano experience. The course will cover basic piano keyboarding skills, basic music theory, musicianship and historical context. Instruction will be given class style with time for some individual attention. Electronic keyboards will be provided. **Practice outside of class will be expected, and there will be lab hours available for this or students may practice on a piano or keyboard at home.** This course meets the UC/CSU “F” requirement.

Speech/Debate

Speech: This year-long A/B course focuses on competitive speech. Students improve oral communication skills through preparation for and participation in speech competitions. **Participation in after-school and weekend competitions is required.**

Debate: This year-long A/B course focuses on competitive debate. Students improve oral communication and argumentation skills through preparation for, and participation in debate competitions. Students will compete in a variety of debate and limited preparation speech events that include Lincoln Douglas Debate, Public Forum Debate, Parliamentary Debate, Student Congress and Extemporaneous Speaking. **Participation in after-school and weekend competitions is required.**

Theatre

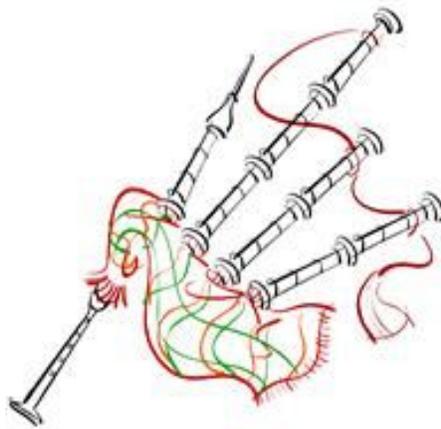
Theatre 1-2: This course (offered both as a yearlong A/B or two-quarter course) is a beginning study in drama that is open to all grade levels and covers pantomime, oral interpretation, acting, theater history, and technical theater. This course meets the UC/CSU “F” requirement.

Advanced Drama: (By audition only) This year-long A/B course places the emphasis on particular acting styles. **Participation in after-school, evening, and weekend rehearsals and performances is required.** This course meets the UC/CSU “F” or “G” requirement.

~~**Musical Theatre:** This yearlong A/B course is an exploration of Broadway Musical Theatre. Students work on the combined disciplines of acting, singing, and dancing, through rehearsal and performance. **A willingness to sing and dance is required.**~~

Technical Theatre: This yearlong A/B covers design basics of set, props, costumes, make-up, lights, and sound design and construction. In addition to design projects and assignments, students receive hands-on experience as a member of the design, building and running crews for the Theatre productions. Students may also serve as crews for outside performances and assemblies. This course serves as a hands-on, lab, and project-based program giving the students real world experience in the elements of Technical Theatre.

Theatre for Young Audiences: This year-long A/B course is open to all grade levels. The course includes reading, critically analyzing, performing and writing theatre pieces intended for audiences from pre-K to fifth grade. The students will also write and perform a theatre piece that will be performed at local elementary schools and for Scottie Tots. This course is particularly recommended for students who have an interest in theatre and/or early childhood education.



PHYSICAL EDUCATION

ALL PHYSICAL EDUCATION CLASSES INCLUDE CARDIOVASCULAR FITNESS ACTIVITIES.

Individual Sports: This is a one-semester course for first year physical education students. Activities include First-Aid, swimming and tennis. This course is taught semesters 1 & 4 and satisfies half of the first year requirements for Physical Education.

Physical Education 10-12: This two-semester course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirement. This course is designed to provide students with an opportunity to have physical activity, learn some lifetime sports skills and to develop individual fitness. A variety of activities such as volleyball, lightning ball, tennis, basketball, flag football and soccer may be offered depending on availability of facilities. There is also a cardiovascular requirement for the class that will include jogging and walking components.

Weight Training: This two-semester course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirements. This course is designed increase strength and anaerobic conditioning to the competitive student.

Advanced Weight Training: This two-semester course is open to students in grades 10 through 12 who have successfully completed their Physical Education requirements. This course is designed increase strength and anaerobic conditioning to the student. Instruction will be directed toward individual goals of the students. Prerequisite: Completion of fitness or weight training or instructor approval.

Sports Medicine 1-2C: This course is open to students in grades 10 through 12 who have successfully completed their first year Physical Education requirements, Biology and Algebra. This course provides entry-level training in sports medicine and prevention and treatment of athletic injuries. This course is an option for the Sports Medicine Career Path. This course meets the UC/CSU "G" requirement.

Sports Medicine 3-4C: Prerequisite: Beginning Sports Medicine. This year-long A/B course provides instruction in advanced topics related to the field of Sports Medicine. Advanced anatomy, exercise physiology, therapeutic modalities, therapeutic exercise, massage, and taping principles will be integrated with the prevention treatment and rehabilitation of athletic injuries. The focus of this class will be preparing the students to work with school athletic teams as managers or student



trainers. This course is the Capstone course for the Sports Medicine Career Path. This course meets the UC/CSU “G” requirement.

Sports Medicine 3-4H: Prerequisite: Beginning Sports Medicine. This year long - A/B course provides instruction in advanced topics related to the field of Sports Medicine. Advanced anatomy, exercise physiology, therapeutic modalities, therapeutic exercise, massage, and taping principles will be integrated with the prevention, treatment, and rehabilitation of athletic injuries. The focus of this class will be preparing students to work clinically in a number of medical fields. An off campus internship of 20 hours per semester is required. Assistance with internship placement will be provided. This course is the capstone course for the Sport Medicine Pathway. This course meets the UC/CSU “G” requirement.

Physical Fitness: (10-12) *Course description forthcoming.

SCIENCE

All courses offered in the Science Department, with exception of Sheltered Science and Introduction to Earth Science in Preparation for a Career in Teaching, are UC approved college prep, honors or advanced placement courses. Most colleges give a higher priority to students who have completed 3 years of science. Students must choose one physical and one life science course to meet the science core graduation requirements. Students taking AP Science courses please be aware that AP Bio and AP Physics will run every other year. AP Chemistry and AP Environmental Science will run every other year opposite to AP Bio and AP Physics. This will require adequate planning if you want to take all of the AP Science courses.

Anatomy and Physiology 1-2C/H: (10-12) Prerequisites: Must be concurrently enrolled in or have completed the second year of core science graduation requirement. This two-semester class will take an in-depth look at both anatomy and physiology of the human body and its systems (i.e. cardiovascular, skeletal, muscular, skin, special senses, nervous, and more). Additional focus will be on the study of diseases and disorders, current events in science, and careers in health and medicine. Labs, activities, and dissections will occupy 40% of class time. This is a perfect class for someone interested in pursuing a career in health, medicine, physical fitness, or physical therapy. There is an opportunity to earn honors credit. Fulfills UC/CSU “D” or “G” requirement.

Biology 1-2C: (10-12) This two-semester college prep course will cover basic biology skills, concepts and processes, such as: laboratory technique and safety, the nature of science, inquiry problem solving, basic organic chemistry, cell structure and function, cell division, genetics, photosynthesis, cellular respiration, DNA structure and protein synthesis, evolution, ecology, and human biology systems. Meets Helix Graduation Requirement: Life Science. This course will meet the Life Science graduation requirement, as well as the UC “D” or “G” requirements.

- **Biology 1-2C: Engineering Perspective:** (10-12) This course meets the Biology 1-2C course requirements listed above while also including a bio-engineering perspective through labs and activities. We will try to honor preferences, but scheduling may not allow us to do so.

Biology 1-2H: (9-10) Prerequisite: A passing score on the Helix Honors Biology Placement Test. This rigorous two-semester laboratory class is designed for the academically motivated biology student and is intended to prepare students to take AP Biology. With its accelerated pace and depth of content, this course is intended for students interested in the sciences. Students will learn these biology skills, concepts, and processes, through a combination of textbook analysis, self-study, small group laboratory experiences, and class discussions. Meets Helix Graduation Requirement: Life Science. This course is not approved for UC/CSU honors credit, but it does fulfill the UC/CSU “D” or “G” requirements.

Biology 1-2 S (Sheltered): (9-11) This two-semester course is designed for the non-native English learner. Course content, all the topics required for Biology by the State of California, is the same as Biology 1C. However, the class will be composed of fewer students and will emphasize CLAD teaching strategies. This course meets the Helix graduation requirement: Life Science.

AP Biology (A/B): (10-12) Prerequisite: “B” or better in Biology 1C/1H and in Algebra 1C/1H OR teacher recommendation. This year-long, college level course meets every other day (A/B) and is designed to prepare students to take the AP Biology Exam. It provides an in-depth, laboratory intensive science experience for those motivated students who have a strong interest science and want to be competitive



in their college admissions. At the completion of the course, students are expected to take the College Board's AP Biology exam and will be well prepared to take the SAT Subject test in Biology. Students may earn college credit if they earn high enough marks on the exam (credit will vary depending on the score and the college). This class will be offered opposite Honors Chemistry (Chem 1/2H), meaning it will be offered in the same period but on alternate days. It is **highly recommended** that students are concurrently enrolled in Chem 1/2H OR have already completed Chem 1/2H. AP Bio meets the Helix Life Science graduation requirement, and fulfills UC/CSU "D" or "G" requirements.

Chemistry 1-2C: (10-12) Prerequisites: Completion of Algebra I or approval of instructor. College Preparatory Chemistry is a rigorous course that involves the study of matter and energy. Many common and current problems of the modern world are related to the course content. The central theme of this course is problem solving within chemistry. Students will explore topics through discussions, laboratory investigations, teacher demonstrations, and in-class assignments. This course is aligned with the California State Standards in Chemistry. Meets Helix Graduation Requirement: Physical Science. Fulfills UC/CSU "D" or "G" requirement.

Chemistry 1/2H (A/B): (10-12) Prerequisite: "B" or better in Algebra 1C/1H OR teacher recommendation. This is year-long A/B laboratory-based class is designed for the academically motivated first-year chemistry student. Topics covered are similar to Chemistry 1/2C but covered in greater depth. Must have strong mathematical skills. There is more detailed mathematical treatment than in the 1C course. Upon completion, students will be capable of challenging the SAT subject test in Chemistry and ready for AP Chemistry. This class will meet every other day (A/B schedule) all year and will be offered opposite an AP Biology class (A/B schedule). It is **highly recommended** that students are concurrently enrolled in AP Biology. Meets Helix graduation requirement for Physical Science. Fulfills UC/CSU "D" or "G" requirement.

Chemistry 1-2S (Sheltered): (9-11) This two-semester course is designed for the non-native English learner. Course content, all the topics required for Chemistry by the State of California, is the same as Chemistry 1-2C. However, the class will be composed of fewer students and will emphasize CLAD teaching strategies. This course meets the Helix graduation requirement: Physical Science.

AP Chemistry: (11-12) ~~Will be offered in 2020-2021 school year.~~ Prerequisite: Completion of Algebra 2 or Honors Geometry with A or B; completion of Chemistry with "A" or Honors Chemistry with "B." This course is a fast-paced, laboratory-intensive course that prepares students for the College Board's AP Chemistry examination and will introduce the student to the equivalent of a first-year, college-level introductory chemistry course. It is intended for students who have successfully completed Chemistry and who are considering a career in medicine, science, or engineering. ~~Students should have a strong math and science background. See www.collegeboard.com for full curriculum.~~ Meets Helix Physical Science Graduation Requirement: Fulfills UC/CSU "D" or "G" Requirement.

AP Environmental Science: (10-12) ~~Will be offered in 2020-2021 school year.~~ Prerequisites: "B" or better in Biology 1-2C or higher and concurrent enrollment or completion of Chemistry 1-2C, or Physics 1-2C. This year-long A/B laboratory science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made. Evaluation will be made of these problems as to relative risks, alternative solutions, and prevention strategies. ~~Students are expected to take the College Board AP exam in the spring, thus providing opportunity for college credit for this course.~~ Fulfills UC/CSU "D" or "G" requirement.

Oceanography: (11-12) Prerequisites: Must have previously taken and passed Biology and Chemistry or Physics. This two-semester laboratory-based science course covers both physical sciences of the ocean environment and life sciences of the various life forms found in the oceans' varied environments. The course focuses on properties of water, salinity levels, temperature fluctuations, and oxygen distribution of the world's waters. Included are factors causing currents and circulation of natural bodies of water. Additionally, the course will survey the types of living organisms found in water environments and their adaptations for survival and distribution, and examine the effects of water on climate and scientific evidence for global warming. Students will collaborate with marine biologists from Hubbs Research Institute on raising white sea bass. Students will monitor sand crabs on local beaches as part of a statewide program, and students will build and design their own ROV. The course includes written lab reports, individual presentations, and outside activities. It is open to students who possess good science skills and requires them to use these skills in new situations and with concepts that involve the ocean world. Fulfills UC/CSU "D" or "G" requirement.

Physics 1-2C: (10-12) Prerequisites: must pass Algebra 1C with a "C" or better, and completion of, or concurrent enrollment in Geometry strongly encouraged. This laboratory-based course will introduce the student to the fundamentals of Physics. In this two-semester course students will explore Newtonian mechanics, energy, wave phenomena, electricity, and magnetism. Students will also be introduced to the discipline of engineering through basic design projects. Meets Helix Graduation Requirement: Physical Science. Fulfills UC/CSU "D" or "G" requirement.

AP Physics 1: (10-12) Prerequisites: Students should have taken or be concurrently taking Algebra 2. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. At the completion of the course, students are expected to take the College Board's AP Physics 1 exam. Some students may earn college credit if they earn high enough marks on the exam. It is offered in alternate years (2015-16, 2017-18, 2019-20, etc.). Meets Helix graduation for Physical Science. Fulfills UC/CSU "D" or "G" requirement.

SOCIAL SCIENCE

The following courses are required for graduation: World History; U.S. History; and Political Science. The following sheltered courses are offered for students who are limited English proficient: U.S. History (offered during the 2019-2020 school year); and World History (offered during the 2020-2021 school year).

AP European History 1-2: (10-12) This is year-long A/B college level course gives students the basic chronology of major events from approximately 1450 through the present. An understanding of some of the principal themes in modern European history and the development of the ability to analyze historical evidence are the major objectives. This course prepares students for the AP exam in May. Upon completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. The emphasis is upon developing writing skills, which employ critical thinking analysis and synthesis. A summer assignment is required, see department chair or instructor. This course satisfies the graduation requirement for World History. This course meets the UC/CSU "A" requirement.

AP Human Geography 1-2: (9-12) The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of our world. Students employ geographical/spatial concepts and tools to analyze topics such as human population movement and organization, cultural patterns and processes, political organization, cultural patterns and processes, political organization, agricultural and rural land use. Students will be expected to integrate college level reading with maps, graphs and other spatial data sets to conduct analyses, apply models, and draw conclusions. The AP test will be held in May. Upon the completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. Students passing this course earn Social Studies elective credit. This course meets UC/CSU "A" or "G" requirement. If it is offered, students would benefit from taking AP Environmental Science in conjunction with this course. (AP Environmental Science is not offered in 19-20.)

Political Science 1C: (12) This is a required one-semester course for seniors taught back-to-back with Economics. Topics considered in the course include the fundamental concepts and structure of federal, state, and local government; methods of selecting candidates for office; methods by which individuals and groups may influence government officials; and mechanics of voting. Your rights and responsibilities in the political process are also covered. This course satisfies the graduation requirement for Government, and meets the UC/CSU "G" requirement.

Grossmont College POSC 121 - Introduction to U.S. Government and Politics: *See table at end of catalog

Grossmont College POSC 124 - Introduction to Comparative Government and Politics: *See table at end of catalog

AP Psychology 1-2: (10-12) This is a year-long A/B college level course, which will introduce you to the "why" behind human behavior. You will study and experiment with the psychological facts, principles, and phenomena associated with each of the major divisions of Psychology including biology of the brain and behavior, consciousness, learning, personality, cognition, memory and abnormal disorders. The aim of the AP course is to give a learning experience equivalent to an introductory college psychology course. The AP test will be held in May. Upon the completion of this course and successful passing of the AP exam, the student is eligible for 3 units of college credit at most colleges and universities. Prerequisite: Teacher or counselor recommendation and evidence of "B" or better in Science/Social Science courses. Priority will be given to 4th or 5th year students. Summer Assignment is required. See Department Chair. Students passing this course earn Social Studies elective credit. This course is meets the UC/CSU "G" requirement.

Psychology 1-2C: (10-12) This two-semester course is an introduction to the scientific study of the mind and behavior. Students will explore and apply basic psychological principles including personality, cognition, intelligence, sensation and perception, memory, stages of psychological development, understanding of self, relationships with others, and interactions with social groups. Students passing this course earn Social Studies elective credit. This course meets the UC/CSU “G” requirement.

U.S. History 1-2C: (11) This two-semester survey course covers the history of our country from Reconstruction through the 20th Century. With an emphasis on the 20th Century, the overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. It is designed to help students to identify causes and effects, events, philosophies, and individuals which led to the contemporary situation, and provide them with a historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History. Geographic themes such as location, mobility, and interaction with the environment are stressed within this historical treatment. This course meets the Division 2 graduation requirement for U.S. History. This course satisfies the graduation requirement for US History, and meets the UC/CSU “A” requirement.

AP U.S. History 1-2: (11) This year-long college level course helps prepare students for the advanced placement exam in May. Upon the completion of this course and successful passing of the AP exam the student is eligible for 3 units of college credit at most colleges and universities. The emphasis of this course is in developing writing skills & employing critical thinking analysis to documents and texts. This interpretive course considers the American experience from colonial times to the present, and requires excellent reading and writing skills. Satisfies the graduation requirement for US History, and meets the UC/CSU “A” requirement.

U.S. History 1-2S (Sheltered): This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while completing their U.S. curriculum. This course satisfies the graduation requirement for U.S. History.

Grossmont College HIST 181 - U.S History: Black Perspective II: *See table at end of catalog

Grossmont College HIST 119 - U.S. History: Chicano/Chicana Perspective II: *See table at end of catalog

World History 1-2C: (10) This two-semester course establishes a framework in which historical patterns, themes and concepts are explored. Students will begin with a quick survey of the past, but quickly find themselves in the 20th century discovering the history of the problems that confront us in today’s world. Students will find ample reason to appreciate both the diversity of the human past and the commonalities in each stage of history. In this course students will acquire and improve upon a multitude of skills, such as reading, writing, and critical thinking, while exercising effective learning and exam taking strategies... This course meets the World History graduation requirement. This course meets the UC/CSU “A” requirement.

- **World History: Economic Focus 1-2C:** (10) This two-semester world history course meets the World History 1-2C course requirement while using economic activity as the lens through which we view the past, specifically how changes in technology, work, war, government, and who owned or controlled the factors of production changed how people lived, where they lived, and how they related to the world around them. The course begins at the dawn of the 20th century and considers the questions of how the revolutions in work, production, politics, and thought that occurred in the previous centuries lead to the world as it was in 1914, on the eve of World War I, continuing through to the digital revolution of the 21st century. Additionally, the course promotes development of social skills through cooperative and accountable group work, speech and class discussion. This course meets the World History graduation requirement. This course meets the UC/CSU “A” requirement. Space is limited. We will try to honor preferences, but scheduling may not allow us to do so.

Grossmont College HIST 155 - Modern History of Women in World Civilization: *See table at end of catalog

Grossmont College HIST 137- History of East Asia: *See table at end of catalog

World History 1-2S (Sheltered): Will be offered in 2020-21 school year. This two-semester course is for limited English speaking students. A specially trained instructor and an aide use instructional techniques that will enable students to improve their English skills while completing their World History curriculum. This course satisfies the graduation requirement for World History.

NON-DEPARTMENTAL CLASSES

Maker Lab: (10-12) In this A/B, one term class, students will learn to use EDGE Lab equipment, getting hands-on experience with 3D printers, vinyl cutters, laser cutter, and drawing tablets. In addition, students will acquire beginning programming skills and practice using Arduino boards to perform basic functions. In the second half of the course, students will employ the design thinking process to choose, research, and carry out personal projects using the skills they've learned. This course meets the UC/CSU "G" requirement.

Foundations and Cultural Perspectives of Teaching and Learning: (11-12) This course is an introduction to careers in education, including teachers, counselors, social workers and librarians. This course will begin with an exploration of how people learn, what motivates people to learn and how people demonstrate their learning to others. Topics will include the history of the educational system and cultural issues in education, including social justice and equity. In addition, students will learn how to best serve students with diverse needs. Students will participate in an on-campus internship developing their roles as educators. This course is open to students going into their junior or senior year. Check out this video to learn more about the course. <https://www.youtube.com/watch?v=MNBXJEL6dml>

Grossmont College AOJ 110 - Administration of Justice: *See table at end of catalog

Grossmont College AOJ 206 - Criminal Investigation: *See table at end of catalog

Grossmont College COUN 120 - College and Career Success: *See table at end of catalog

Grossmont College HUM 120 - European Humanities: *See table at end of catalog

General Work Experience: (Age 16+) (2.5 credits) Requirements: 1) Students must be at least 16 years old and in the 11th grade; 2) The Work Experience teacher must approve the job; 3) Students must complete all legal documents, training agreement, and work permit; 4) Students must work a minimum of 10 hours a week.

Helix First Mentorship Program: (12) Senior students will have the opportunity to work closely with a Helix First teacher. Students will teach, coach, and facilitate discussions. This course is perfect for students interested in pursuing fields in education, psychology, or communications. Students interested need to have a minimum 3.0 GPA, be involved in extracurricular activities (club, sport, performing arts, ASPIRE), and plan on attending a junior college, technical college, four-year university, or joining the military after completing high school. Applications are available at bit.do/helixmentorapp. Mentors have the opportunity to earn 100 community service hours

Library Assistant: (10-12) (5 credits) (One semester) Library Assistants help with the daily operation of the Library. Students will learn circulation tasks (checking books out to students and staff, working the front desk, preparing overdue notices), how to process new books, and how to shelve books according to the Dewey Decimal System. Initiative and a willingness to work are necessary requirements for this class. Must have the approval of instructor.

Teacher's Assistant: (2.5 credits) (One semester) There are jobs helping teachers grade papers and recording scores, etc. Students interested in being an Office Assistant need to obtain a written note from the teacher requesting you. Must have the permission of instructor.

Office Experience: (5 credits) (One semester) There are jobs in the school assisting in the Attendance Office and the System Information Specialist (Registrar) Office. Students interested in being involved in Office Experience need to obtain permission from the particular office you wish to work in. Must have the approval of instructor.

Peer Mentor Program: (11-12) (10 credits and Community Service Hours) This year-long A/B course is designed to teach leadership and character skills to 11th and 12th grade students. The upperclassmen will each have a 9th grade "mentee" that they will help guide through their Freshman year utilizing what they have learned.

Peer Tutor for Special Education: (Community Service Hours or 10 credits) This course requires a two-semester commitment. It is designed for students to train and work as academic/social tutors/mentors. Students selected are placed one period per day in a Special Education class and will assist students in academic and organizational skills. For seniors pursuing education as their Senior Project topic, this class may be used as partial satisfaction for the requirements of the project. Counselor recommendation required. Instructor approval and application required. Students selected must attend a two-hour Summer Informational Seminar and four hours of hands-on training during Summer Session.

Student Government (ASB): (10 credits) This A/B course begins Spring Term and is completed Fall Term of the following year. The course is for elected and appointed student leaders. The class concentration is on leadership training. A wide variety of students are sought to better represent the entire Helix student body. Application and Advisor approval required.

Yearbook: (10-12) This year-long (A/B) course is where it's at. We put together the yearbook here at Helix and it takes all year to do it. Students will learn layout, basic photographic skills, computer applications like PageMaker, Photoshop and Illustrator, word processing, and if that is not enough, leadership skills. Basic requirements are hard work, problem solving ability, teamwork, and responsibility. Must have instructor approval and application is required.



ACADEMIC SUPPORT

Upper Grade Tutorial Labs: Students in grades 10 - 12 can be assigned to the upper grade Math, Science, or English/Social Science tutorial lab during the term that they are enrolled in the class. The labs can also be used by other upper grade students (10th – 12th) as a drop-in location to get support during a non-class period. Each lab is supervised by a minimum of two Academic Coaches experienced in the curriculum and class syllabus of their subject matter. Tutorial Labs provide subject specific tutoring, classwork review, and test preparation. Emphasis is on independent learning, use of resources, and test preparation skills. Students who meet the criteria may earn 2.5 elective credits. Participation in the digital Academic Support Planner is required.

Scottie Connect: Scottie Connect provides a less structured environment for independent learners to complete homework, study for tests, and access tutoring. This unit also provides a “getting connected” to school component as well as college and career presentations. Students may sign out from class to attend a tutorial lab.. The emphasis is on preparing for life after high school, improving communication skills, and the importance of building connections at school and in the community. Students who meet the criteria may earn 2.5 elective credits. Participation in the digital Academic Support Planner is required.

Honors Scottie Connect: Similar to Scottie Connect. Only offered when staffing and numbers allow. Offered periods 2 and 3, by invitation only. Participation in the digital planner is not required.

Study Skills: Working collaboratively with Study Skills and classroom teachers, this course provides students on an Individual Education Plan (IEP or 504) additional one-on-one and collaborative group academic support. Class work review, accountability for completing work, test preparation, time management, and study skills are the emphasis within this unit. The structure of the day includes Achieve3000, Khan Academy Math and pod work time with Academic Coaches. Participation in the digital Academic Support Planner is required.

GROSSMONT DUAL ENROLLMENT COMMUNITY COLLEGE COURSES AT HELIX CHARTER HIGH SCHOOL

Business

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
Every Day	Elementary Accounting BUS 109	Accounting 1/2	None	Introduction to elementary accounting principles. Includes journals, ledgers, worksheets and financial statements for the single proprietorship. Students will learn accounting concepts hands-on as	3	CSU

				they run Helix's on campus T-shirt and Engraving companies. Not open to students with credit in BUS 120.		
A or B	Principles of Macro Economics ECON 120	AP Macro Economics	C grade or higher in MATH 103 or 110 or Meet one of the requirements	Introductory course focusing on aggregate economic analysis. Topics include: market systems; economic cycles including recession, unemployment and inflation; national income accounts; macroeconomic equilibrium; money and financial institutions; monetary and fiscal policy; and international trade and finance. Includes some use of graphs and elementary algebra.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Principles of Micro Economics ECON 121	AP Micro Economics	C grade or higher in MATH 103 or 110 or Meet one of the requirements	Principles of economic analysis and decision making from the viewpoint of the individual consumer, worker, and firm. Focuses on the price system allocation of resources and income, supply and demand analysis, the structure of American industry, and applications to current economic policy and problems. Includes some use of graphs and elementary algebra.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Principles of Money Management for Success BUS 195	None	None	This course explores the theories and techniques of managing personal income by setting goals, which will culminate in the development of a personal plan to manage their financial lives. Topics include financial planning, budgeting, institutional savings and checking services, investment analysis, retirement planning, consumerism, insurance, home ownership, credit management, taxes and estate planning.	3	CSU GE

English

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
Every Day	College Composition and Reading ENGL 120	Senior English	Meet one of the requirements	Traditional freshman composition course. Students will study the elements and principles of composition through the practice of writing narrative and expository essays and a research paper. Utilizing word processing in the computer lab, revision is stressed as a means of achieving effective skills in writing. Assigned readings stimulate critical thinking and effective writing. Emphasis is on using outside sources	3	AA/AS GE, CSU, CSU GE, IGETC, UC

				and documenting them according to MLA format.		
Every Day	Advanced Composition : Critical Reasoning and Writing ENGL 124	Senior English	C or better in ENGL 120 Or 3 or better on AP Lang Exam	This course offers instruction in argumentation and critical thinking, and rhetorical analysis of complex texts with continued practice in information literacy and appropriate integration and documentation of source materials.	3	AA/AS GE, CSU, CSU GE, IGETC, UC

L.O.T.E. (World Languages)

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
Every Day	ASL I ASL 120	Am Sign Lang 3/4	A or B in ASL 1C/2C	Introduction to American Sign Language as it is used within the Deaf culture. Instruction in the basic structure of the language and development of its use. Skill development practice. Introduction to the history of Deaf culture and the language. Introduction to the Deaf perspective on the establishment of Deaf communities and ASL.	4	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	ASL II ASL 121	ASL 5/6	C grade or higher in ASL 120 or A or B in ASL 3/4	The second in a series of four American Sign Language (ASL) courses. Students are provided an opportunity to progress and enhance their ability to communicate in ASL. Students will continue the study of cultural analysis and comparisons, receptive skill comprehension, expressive skill production, and ASL linguistics.	4	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	French I FREN 120	French 3/4	A or B in French 1C/2C	Introduction to the French language and the cultures of its speakers. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. The focus is on basic communication skills; the class will be conducted in French as much as possible. Students will learn structures that will enable them to function in French in everyday contexts while becoming familiar with the French speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	French II FREN 121	French 5/6	C grade or higher or in FREN 120 or A or B in	Continuation of FREN 120. This course will continue to develop oral and written skills based on practical everyday needs.	5	AA/AS GE, CSU, CSU GE, IGETC, UC

			French 3/4	FREN 120: Introduction to the French language and the cultures of its speakers. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. The focus is on basic communication skills; the class will be conducted in French as much as possible. Students will learn structures that will enable them to function in French in everyday contexts while becoming familiar with the French speaking world.		
Every Day	French III FREN 220	French 7/8	C grade or higher in FREN 121 or C or better in French 5/6	French 220 is the continuation of French 121. The course will continue to develop oral, listening, reading and writing skills in order to acquire proficiency in French.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Spanish I SPAN 120	Spanish 3/4	A or B in Spanish 1C/2C	Introduction to the Spanish language and the cultures of its speakers. Designed for students with very little or no knowledge of Spanish. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible. Students will learn structures that will enable them to function in Spanish in everyday contexts while becoming familiar with the Spanish speaking world.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Spanish II SPAN 121	Spanish 5/6	C grade or better in SPAN 120 Or A or B in Spanish 3/4	Continuation of SPN 120. Continues to develop oral and written skills based on practical everyday needs.	5	AA/AS GE, CSU, CSU GE, IGETC, UC
Every Day	Spanish III SPAN 220	Spanish 7/8	C grade or higher in SPAN 121 or C or better in Spanish 5/6	The course will continue to develop oral, listening, reading and writing skills in order to acquire proficiency in Spanish.	5	

Math

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
A or B	Mathematics for General Education	Algebra III	Meet one of the requirements	Designed to give a brief survey at skills level of the historical development and current	3	AA/AS GE, CSU, CSU GE, IGETC,

	MATH 120			application of such topics as algebra and analysis, logic, geometry, probability and statistics, graphs, and computers.		
Every Day	Multivariable Calculus MATH 281	None	C or better in MATH 280 or score of 3 or higher on AP Calculus BC Exam	The third of a three-course sequence in calculus. Topics include vector valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stokes' Theorem, divergence theorem	4	AA/AS GE, CSU, CSU GE, IGETC,

Social Science

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
A or B	Intro to Comp Gov and Politics POSC 124	AP Comparative Government	None	Analysis of the political systems of selected developed, transitional and developing countries of the world in order to understand the importance of political development, political institutions, political culture, political actors, political processes, and political change for the dynamics of today's global society.	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Intro to U.S. Gov and Politics POSC 121	AP US Government	None	Analysis of the evolution of the structures and functions of the U.S. and California political systems from the time of the nation's founding to the current day in what is now the United States. Emphasis is on the continuity and uniqueness of the American political experience and how that experience has derived from other political cultures. This will be examined in the context of the larger cultural, economic, and sociological forces shaping the U.S. political system. Attention will be given to significant events affecting the evolution of the U.S. political system since its founding. The development and evolution of the U.S. Constitution and policy making role of traditional political institutions such as the presidency, the Congress, and the judiciary will be explored. The impact of other political forces such as mass movements, the media, the	3	AA/AS GE, CSU, CSU GE, IGETC, UC

				bureaucracy, interest groups, and ethnic and social groups will be examined. Topics will be illustrated through reference to actual political events occurring as the course progresses		
M/W or T/Th (To be determined by GCCD)	U.S. History: Black Perspective II HIST 181	US History	Strong Reading and Writing skills. (Lexile score of 1200 or higher recommended)	A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with examining the historical backdrop of the Civil War's aftermath and the emancipation of slaves and then traces the African-American experience through modern American history. Topics include Reconstruction, Jim Crow South, late 19th century, pre WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, and current times. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and state, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history	3	AA/AS GE, CSU, CSU GE, IGETC, UC credit limit
M/W or T/Th (To be determined by GCCD)	U.S. History: Chicano/ Chicana Perspective II HIST 119	US History	Strong Reading and Writing skills. (Lexile score of 1200 or higher recommended)	This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Chicano/ Chicana people in the United States. Beginning with the Mexican-American War (1848) to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects	3	AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

				on Chicanos/Chicanas. Particular attention is given to political philosophies and impact of legislation on the Chicano/Chicana community leading to contemporary U.S. Society		
A or B	History of East Asia HIST 137	World History	Strong Reading and Writing skills. (Lexile score of 1200 or higher recommended)	A historical survey of China and Japan from prehistory to modern times. Emphasis on their comparative and intertwining histories with particular attention to historical origins, political institutions, social/economic structures, religious/philosophical beliefs, literary/cultural achievements, technological/scientific contributions, interactions with Korea and the West, participation in major wars, and current geopolitical status and power	3	AA/AS GE, CSU, CSU GE, IGETC, UC
A or B	Modern History of Women in World Civilization HIST 155	World History	Strong Reading and Writing skills. (Lexile score of 1200 or higher recommended)	This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from prehistoric times to the early modern era (1500 C.E.). Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future	3	AA/AS GE, CSU, CSU GE, IGETC, UC

Non-Departmental

Section	College Course Title	Helix Course Equivalent	Pre-Requisite	Course Description	College Units	Transfer
T/Th	Introduction to Administration of Justice AOJ 110	None	None	This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system.	3	Satisfies General Education for: Grossmont College D1; CSU D8; IGETC 4H Transfers to: CSU, UC

				The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principles and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.		
T/Th	Criminal Investigation AOJ 206	None	None	This course addresses the techniques, procedures, and ethical issues in the investigation of crime, including organization of the investigative process, crime scene searches, interviewing and interrogating, surveillance, source of information, utility of evidence, scientific analysis of evidence and the role of the investigator in the trial process.	3	CSU
A or B	College and Career Success COUN 120	None	None	This course teaches success strategies to enhance academic and lifelong learning. The course also discusses the importance of looking at the human being as an integrated physiological, social and psychological organism. Students will explore personality types and examine their own interests and values as a way to increase self-understanding and select an appropriate major and career. Students will identify their learning style and apply psychological principles of learning, memory, motivation and stress management to academic study strategies. Students will also apply life management techniques, such as time and money management, to accomplish personal goals. Students will examine the adult stages of development and develop a plan for wellness and living a long and healthy life. Additionally, students will be given the opportunity to practice creative and critical thinking techniques.	3	CSU, CSU GE, UC
A or B	European Humanities HUM 120	None	None	An integrated approach to European cultural values as expressed in representative masterpieces of literature, philosophy, drama, music, visual art and architecture.	3	AA/AS GE, CSU, CSU GE, IGETC, UC

Career Technical Education (CTE) - EDGE Program

Helix Charter High School's 21st century Career and Technical Education (CTE) Program has been branded as the EDGE Program with a focus on high need, high skill and high wage career areas. All our EDGE courses are geared towards assisting students in meeting high school requirements as well as working towards learning about industry skills and standards. **EDGE = Explore** - a potential career interest; **Develop** - leadership skills; **Gain** - experience in intern/externships; **Earn** - certification and college credits. Helix offers 5 pathways for students to get an EDGE on their future! Click on any of the links to learn more. Your counselor can help to enroll you in the pathway: 1. [Business/Entrepreneurship Pathway](#); 2. [Computer Science Pathway](#); 3. [Education Pathway](#); 4. [Engineering Pathway](#); 5. [Sports Medicine/Athletic Training Pathway](#). *Helix graduates who complete the pathway courses (including capstone course) will earn EDGE graduation sashes, graduation certificate of completion and appropriate certifications and college credits aligned with the pathway. For more information, contact your Academic Advisor or Counselor.*

Appendix C

Helix Charter High School

A California Charter School



2019-2020

STUDENT HANDBOOK

4200 Lowell Street | La Mesa | California 91941 | (619) 644-1940
www.helixcharter.net

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EXECUTIVE DIRECTOR'S MESSAGE



Welcome to Helix Charter High School! We look forward to serving the students, parents/guardians, and greater school community. The success of our students, in and out of the classroom, will always be our number one priority.

We have provided this Handbook as a reference guide to assist our students and their families in learning about our school's programs, policies, practices, and expectations. It is important that our students and families learn this information to take full advantage of all that is offered at Helix.

By setting high expectations and goals, implementing innovative educational programs, creating effective systems of collaboration and communication and providing thoughtful systems of support, we hope to prepare all students for success after high school.

If you have any questions, please do not hesitate to contact me.

ONCE A SCOTTIE, ALWAYS A SCOTTIE!

Kevin Osborn
Executive Director

OUR MISSION AND VISION?

MISSION: (What is our purpose?)

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

VISION: (What do we look like?)

In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Values and Beliefs:

- We believe that all students can learn and become contributing members of society.
- We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.
- We value the diverse ideas, values, and cultures that enrich our school system.
- We value a safe and supportive learning environment that promotes student achievement.
- We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.
- We believe that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.
- We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.
- We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.
- We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

HELIX CHARTER HIGH SCHOOL CONTRACT

Helix Charter High School is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare students for success in college, career, and adult life. Helix Charter High School recognizes that a student's education is a responsibility shared by school and family during the entire period the student spends in school.

As faculty and staff we pledge to:

- Provide a safe campus and a classroom climate of mutual respect while maintaining integrity and positive ethical standards,
- Clearly delineate course expectations, competencies and standards, instructional goals, and grades to students and parents, providing ample opportunities for students to complete and remediate coursework and competencies to standard,
- Communicate with students and parents/guardians regularly and timely through telephone, letters, parent-teacher conferences, open houses, community-based meetings, updated web sites, grades posted online or home visits,
- Create a welcoming environment for students, parents/guardians and community members,
- Provide the opportunity for parental involvement in school decision-making through restructuring and other avenues,
- Provide motivating and interesting learning experiences, using a variety of teaching methods in the classroom which support the Helix Exit Results,
- Address the individual needs of each student and effectively facilitate student learning, and provide ample student academic support services, and
- Provide parents/guardians with support to help develop parenting skills which emphasize the importance of education and learning, provide strategies and techniques for assisting students with learning activities at home and/or provide skills to access community and support services that strengthen school programs, family practices and student learning and development.

As a student I pledge to:

- * Be safe, be respectful, be responsible,
- * Conduct myself in a manner, which promotes school safety and a climate of mutual respect,
- Maintain a GPA of 2.0 or above and attend school regularly, prepared to work and engage in learning, and use academic support when needed or assigned,
- Be tobacco, drug, and alcohol free at school,
- * Uphold the Helix Behavior and Dress Code Policy (on page 25), along with academic honesty and integrity policies,
- Complete coursework and course competencies to standard, retake required courses in which a failing grade was received, and complete work necessary for graduation, and necessary to bring incomplete grades to passing, and
- * Attend summer registration.

As a parent/guardian I pledge to:

- * Conduct myself in a manner, which promotes school safety and a climate of mutual respect,
- * Attend the summer registration conferences and other requested conferences,
- Provide accurate and updated contact information (i.e., changed phone numbers, address, emergency contact information, etc.),
- Contact Helix staff regarding any concerns about my student,
- * Support the Helix Behavior and Dress Code Policy (on page 25), along with the academic honesty and integrity policies,
- Ensure my student has a home environment, which supports student academic success by providing a healthy diet and adequate sleep hours, and by limiting outside school responsibilities (i.e., work hours),
- * Ensure that my student is at school on time everyday,
- Ensure that my student is tobacco, drugs, and alcohol, free, and
- Volunteer, attend school activities, and participate in parent/guardian visitation days at least twice in the academic year (not required, but suggested).

*** These pledges are essential to the mission of our school. Parents/guardians, students and staff must uphold these pledges or jeopardize their student's opportunity to attend Helix Charter High School.**

**HELIX CHARTER HIGH SCHOOL
BELL SCHEDULES 2018-2019**

Monday, Thursday, and Friday	
Period 1	7:50 – 9:22
Period 2	9:30 – 11:02
Period 3	11:15 – 12:48
Lunch	12:48 – 1:18
Period 4	1:23 – 2:55
Period 5 (Extended Day)	3:00 – 4:00

Tuesday	
<u>Tutorials:</u> Art, English, Helix First, LOTE, PE, Performing Arts, Science	7:50 – 8:50
Period 1	8:55 – 10:06
Period 2	10:13 – 11:24
Lunch	11:24 – 11:54
Period 3	11:59 – 1:10
Period 4	1:17 – 2:28
Staff Meetings	2:35 – 2:55
Period 5 (Extended Day)	3:00 – 4:00

Wednesday	
<u>Tutorials:</u> Business, Family/Consumer Science, Math, Social Science, Tech	7:50 – 8:50
Period 1	8:55 – 10:06
Period 2	10:13 – 11:24
Advisory	11:31 – 11:51
Lunch	11:51 – 12:21
Period 3	12:26 – 1:37
Period 4	1:44 – 2:55
Period 5 (Extended Day)	3:00 – 4:00

Final Exam Schedule	
Period 1	7:50 – 9:00
Period 2	9:05 – 10:15
Period 3	10:35 – 11:45

SCHOOL YEAR CALENDAR

2018-2019 School Year

FALL TERM

August	6	Monday	Staff Development/Faculty Workday (Non-Student Day)
	7	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	8	Wednesday	First day of Quarter 1 (46 Days) Wednesday Schedule
	16	Thursday	Back to School Night
	22	Wednesday	Parent Shadow Day - Reverse Wednesday Schedule
September	3	Monday	Labor Day - Holiday - No School
	6	Thursday	Athletic Eligibility Determined
	10	Monday	Progress Report Grades Due - Fall Semester 1 Staff Development Day (Non-Student Day)
October	11, 12	Thursday, Friday	Final Exams - Fall Semester 1
	15	Monday	Staff Development/Faculty Workday (Non-Student Day)
	16	Tuesday	Final Grades Due Fall Semester 1
	17	Wednesday	First day of Fall Semester 2 (43 Days) Athletic Eligibility Determined
November	12	Monday	Veteran's Day Observance - Holiday - No School
	13	Tuesday	Progress Report Grades Due - Fall Semester 2
	15	Thursday	Athletic Eligibility Determined
	19 - 23	Monday - Friday	Thanksgiving Break - Holiday - No School
December	20, 21	Thursday, Friday	Final Exams - Fall Semester 2
	24	Monday	Final Grades Fall Semester 2
	26	Wednesday	Athletic Eligibility Determined
	24 - 31	Monday - Monday	Winter Break
SPRING TERM			
January	1 - 4	Tuesday - Friday	Winter Break
	7	Monday	Staff Development/Faculty Workday (Non-Student Day)
	8	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	9	Wednesday	First Day of Spring Semester 1 (44 days) Wednesday Schedule
	21	Monday	Martin Luther King Jr. Day - Holiday - No School
	24	Thursday	Back to School Night
	30	Wednesday	Parent Shadow Day- Reverse Wednesday Schedule
February	11	Monday	Progress Report Grades Due - Spring Semester 1
	13	Wednesday	Athletic Eligibility Determine
	15	Friday	Lincoln Day Observance - Holiday - No School
	18	Monday	President's Day - Holiday - No School
March	13, 14	Wednesday, Thursday	Final Exams - Spring Semester 1
	15	Friday	Staff Development/Faculty Workday (Non-Student Day)
	15 - 29	Friday - Friday	Final Grades Due Spring Semester 1
	20	Wednesday	Spring Break Holiday - No School Athletic Eligibility Determined
April	1	Monday	First Day of Spring Semester 2 (47 days)
	19	Friday	Holiday - No School
May	1	Wednesday	Athletic Eligibility Determined
	6	Monday	Progress Report Grades Due - Spring Semester 2
	8	Wednesday	Spring Fling
	27	Monday	Memorial Day - Holiday - No School
	28, 29	Tuesday, Wednesday	Senior Boards - Minimum Days
June	5, 6	Wednesday, Thursday	Final Exams - Spring Semester 2
	6	Thursday	Graduation
	7	Friday	Luncheon/Faculty Workday (Non-Student Day) Final Grades Due Spring Semester 2

GENERAL CONTACT INFORMATION

Helix Charter High School main number: (619) 644-1940

	Front Desk	Arielle Carroll Isabel Fletes	Ext. 0 Ext. 0
Administration	Executive Director	Kevin Osborn	Ext. 112
	Executive Director's Admin. Asst.	Mark Demers	Ext. 112
9th Grade	Grade Level Principal	Paula Ann Trevino	Ext. 122
	Grade Level Administrative Asst.	Joan Urich	Ext. 123
	Counselor	Hugo Gonzalez	Ext. 149
	Academic Advisor	Yolanda Street	Ext. 199
10th Grade	Grade Level Principal	Elena Smith	Ext. 125
	Grade Level Administrative Asst.	Sara Brown	Ext. 124
	Counselor	Arica Villegas	Ext. 144
	Academic Advisor	Danika Markey	Ext. 143
11th Grade	Grade Level Principal	Damon Chase	Ext. 127
	Grade Level Administrative Asst.	Vicky Rodriguez	Ext. 145
	Counselor	Monica Ramirez	Ext. 147
	Academic Advisor	Frank Theroux	Ext. 136
12th Grade	Grade Level Principal	Dave Watkins	Ext. 241
	Grade Level Administrative Asst.	Gabby Carbajal	Ext. 152
	Counselor	Kathy Gunion	Ext. 146
	Academic Advisor	Theresa Toilolo	Ext. 134
Other	Attendance Clerk – Grades 11, 12	Stacy Denison	Ext. 231
	Attendance Clerk – Grades 9, 10	Alicia Melendez	Ext. 232
	Social Worker	Danielle Yee	Ext. 227
	Social Worker	Lorena Fernandez	Ext. 395
	College/Career/Articulation Counselor	Cathy Singer	Ext. 141
	Facilities Manager	Ken Britschgi	Ext. 151
	Athletic Director	Damon Chase	Ext. 127
Helix Foundation Board President	Judy Kirk	Ext. 182	

Students are assigned by grade level to a Grade Level Principal and Student Support Staff members. The administrative staff is available from 7:30 a.m. to 3:30 p.m. and the Student Support staff is available from 7:30 a.m. to 2:55 p.m. Counselor/Academic Advisor appointments can be made by contacting the Grade Level Principals' Administrative Assistants.

ASB FINANCE OFFICE:

The ASB Finance office is located in the Dawg House, first window next to the green door. The ASB Finance Office is open to students before school, nutrition break, lunch and after school only. Parents are welcome during regular business hours. ASB Cards, P.E. clothing, spirit items, school supplies, yearbooks, tickets for school activities, athletic and club fines, (chromebook/textbook fines) etc., are taken care of at the ASB Finance Office. Athletic clearances paperwork must be completed online. Detailed instructions may be found using the link located on the Helix home page under "Athletics Scores/Schedules" and subheading "Athletic Clearance." This office only accepts cash or credit cards. Many items may also be purchased online by going to the "Helix Webstore." The link is located at the top of the Helix home page. For information about ASB Finance Office, contact Ms. Robin Peterson at rpeterson@helixcharter.net.

CAFETERIA:

Our school food facilities offer products with peanuts, tree nuts, soy, milk, eggs and wheat. For our students with food allergies, we offer a variety of foods which are intended to be free of these ingredients. While we take steps to minimize the risk of cross contamination, we cannot guarantee that any of our products are safe to consumers with peanut, tree nut, soy, milk, egg or wheat allergies. Consumers with severe allergies should consume food items with caution.

The cafeteria lines are open before school, during breaks and during lunch periods.

Free and Reduced Price Meals: Helix Charter High School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Helix Charter High School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Any questions regarding free and reduced lunch and breakfast should be directed to call George Lepré at ext. 171.

EMERGENCY PROCEDURES:

We want you to know that Helix Charter High School has plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our school staff has been trained, and drills will be held regularly to make certain that the students understand emergency procedures. Please make certain that your student understands they are as safe at school as they are at home in a serious emergency. School buildings have been designed with safety in mind, and inspections are regularly made to remove possible hazards. The safety and welfare of the students is our primary concern in the event of an emergency. Your students should be told to follow the directions of staff members, and to obey the orders of public safety officials on the way to or from school. They should be told to continue toward their destination (to or from school) when an emergency situation develops. Your full cooperation is asked in any emergency:

1. Please refrain from calling the school. If telephone lines are open, they will be needed for emergency communication with police, fire department, district/city officials, paramedics, etc.
2. Streets should be clear for use by emergency vehicles, so if you drive to the school be prepared for possible road closures.
3. Check the Helix website for information.
4. The school will retain your student until you are able to reach him/her, or until it is determined safe to send him/her home.
5. If you are requested to pick up your student, check in at the school and your student will be released to you as quickly as possible. You must always provide identification. Please be sure you have a picture identification card with you.
6. Keep an updated EMERGENCY CARD on file at the school. Students under 18 years of age will NOT be released to anyone other than those individuals on the emergency card.
7. Keep the school informed of your student's special medical needs.
8. We ask that you cooperate with school officials during emergency situations. If you have questions about our emergency preparedness program, please contact the administration office.

LIBRARY:

Library hours are: Monday, Thursday and Friday from 7:15 a.m. – 3:15 p.m.; Tuesday from 7:30 a.m. - 2:30 p.m. and Wednesday from 7:30 a.m. - 3:15 p.m. Your student ID is needed to check out a book from the library. Most books are checked out for three weeks and may be renewed if necessary. Overdue fines of 10 cents per item per day are charged for late materials. Library resources include desktop computers, black and white & color printer, and copy machine / scanner. The library's EDGE Maker Lab includes 3D printers, vinyl cutters, Arduino, laser cutter, soldering irons, and a t-shirt press. See the [Helix Library Website](#) for library catalog, subscription services, book recommendations, Helix Style Manual, research guides, and MakerLab information. For more information, contact Christina Potter at potter@helixcharter.net.

NURSE'S OFFICE:

The school nurse will give first aid to all students who become ill or are injured during school hours. If a condition is serious, the nurse will notify parents / guardians for transportation home or to their physician. For more information, contact our school nurse Deborah Rains at rains@helixcharter.net.

ADMINISTRATION OF MEDICATION:

Please notify the school nurse if your doctor has prescribed medication for your student to take during the school hours or school activities. State law requires that in such circumstances no student shall be given medication (including inhalers AND "over the counter" medication such as *Tylenol*, cough suppressants, etc.) except upon written request from a California licensed physician/healthcare provider who has the responsibility for the medical management of the student and written consent from the student's parent/guardian. Medication Authorization forms are available on the Helix website and in the Nurse's Office and must be completed by the student's physician, signed by the parent / guardian, and returned to the nurse at Helix Charter High School. All prescribed medication must be given to the nurse who will have it dispensed as directed by the physician.

Students are not permitted to carry medication on the school campus unless specified by the physician on the school's request form. Medications must be in a clearly labeled container with the following information: student's name, physician's name, name of medication, dosage and schedule, and date of expiration of prescription. For further information, please contact the Nurse's Office.

Students involved in school activities (sports, music, drama, etc.) must have a Physician's Recommendation for Medication form completed by their physician and parents/guardians before medication can be administered. Students participating in activities away from the school site must notify the nurse five (5) days before planned activities for training/procedures for medication administration can be implemented.

The authorization on the Emergency Information Card completed by parents/guardians generally will be used to reach parents/guardians at home or at work. In the event that parents/guardians cannot be reached, the designated emergency person or the doctor will be notified. **As changes occur, students are asked to file current emergency information with the Nurse.**

STUDENT INSURANCE:

Student insurance is available at a minimal cost and is optional. When a student is injured and is covered by the school plan, the student is to pick up a claim form from the finance clerk. This form must be completed by the student's parents/guardians and presented to the doctor or hospital. The school merely acts as a medium in supplying the insurance. It assumes no liability either for the injury or the subsequent negotiations with the company.

STUDENT STORE:

Food is offered for purchase from the Student Store located at the "Dawg House" during break and lunch. For information about the Student Store, contact Adam Krzywicki at krzywicki@helixcharter.net.

VALUABLES:

Large sums of money or any item of value should not be brought to school. The lockers and locks issued to store books and protect valuables during physical education are useless unless students remember to secure them and keep combinations secret. Most items stolen are from unlocked lockers or by those who learn of locker combinations. **Helix Charter High School will not be responsible or liable for any lost or stolen articles and will not investigate the cause of such loss or theft without reasonable suspicion.**

VISITORS:

No student aged visitors are allowed to visit classrooms or "spend the day" with a Helix Student. All adult visitors must check in at the Front office, obtain and wear a visitor's pass and check out with the Front Office upon departure.

PROGRAM OF STUDY & GRADUATION POLICY

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, Revised: May 19, 2033, Revised: May 16, 2005,

Revised: May 30, 2017 (May 30 revision takes effect with Class Key 2007).

Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; June 6, 2011; June 10, 2013. REVISED: February 10, 2014;

REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**; First reading of edits December 18, 2017. **Revised January 22, 2018**. First Reading of edits September 17, 2018. **Revised October 15, 2018**

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student's program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.
3. If a student is under suspension during the last month school is in session of his/her final semester before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 Quarters World History or European History; 2 Quarters United States History
- English (“b”) Four years, 8 Quarters
- Math (“c”) Three years, 6 Quarters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 Quarters of Biology; 2 Quarters of Physical Science
- Language other than English (“c”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 Quarter
- Economics 1 Quarter

Additional Requirements:

- PE 4 Quarters
- Technology 1 Quarter
- Senior Project
- Community Service 40 hours
- College Admission Testing – requirement may be met by one of the following tests taken at any time within high school enrollment (SAT, PSAT, ACT, Mock Testing, ASVAB, or Community College Placement test for math and English)

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Senior Project

All Seniors will...

- Produce, prepare, have approved and perform a project that is substantially challenging and requires a development in themselves of new understandings and skills.
- Provide a portfolio documenting the process of the project.
- Prepare and deliver an 8-11 minute presentation to a board consisting of Helix staff and community members.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.
2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)

- ii. EAP score of “Exempt” or “Conditionally Exempt”
- b) Mathematics Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
 - ii. EAP score of “Exempt” or “Conditionally Exempt”

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

Valedictorian Selection Policy

Policy Statement 6142

Approved: September 25, 2002; Revised November 14, 2011; Revised January 23, 2017;

Revised June 5, 2017

1. Valedictorians are recognized for outstanding academic achievement in high school. As such, academic integrity is an important component of the valedictorian selection. Any student with documented academic dishonesty in grades 9 or 10 may be eliminated from consideration. Any student with a serious incident of documented academic dishonesty in grades 11 or 12 will result in elimination.
2. A Valedictorian Committee, consisting of the Grade Level Counselor, Academic Advisor, and GLP for the graduating class, will oversee and arbitrate the selection of valedictorians equaling approximately one (1) percent of the graduating class, not to exceed four (4) valedictorians.
3. The Valedictorian Committee will evaluate all students with a quarter three grade point average of 4.5 and above, or the top three percent of the class, whichever is greater in number.
4. The selection committee will use the following process to rank students prior to selection:
 - a. Grade point average: grade point average ranking including grades 9 through 12 up to and including the final progress report of the final grading period prior to graduation. Weighted grade points will only be given to courses approved for weighted credit at Helix Charter High School.
 - b. Total quality point rankings including grades 9 through 12 up to and including the first progress report of the final grading period prior to graduation (quality points will be determined by calculating the grade point times the number of credits earned in each course) weighted grade points will only be given to courses approved for weighted credit at Helix Charter High School.
 - c. Ranking by performance on Advance Placement (AP) and Smarter Balanced Assessment Consortium (SBAC’s) tests: SBAC’s taken in grade 11, students will receive fifteen (15) points for exams completed at the Exceeded Standards level. AP exams taken in grades 9 through 12, students will receive one (1) point for completing the exam at a level one or two, two (2) points for exams that are completed at a level of three or four, and (3) points for exams completed at a level five.
5. The rankings for these three areas of academic performance will be calculated and aggregated across the three areas, and the candidates with the lowest aggregate will be selected as representing the graduating class as valedictorians.
6. If there is a tie for the last Valedictorian spot, then the GPA and Quality Points Rankings will be combined and used to break the tie. If this does not break the tie, then only the GPA Ranking will be used, followed by the Quality Points Ranking only, and followed by the Test Ranking only as necessary.

Valedictorian Ranking Worksheet

Materials Needed:

- Student Transcripts
- AP Score Reports
- AP Tests Ordered for Senior Year
- Pen or Pencil
- Disciplinary Record
- Calculator
- 4th Quarter Progress Report
- SBAC Student Reports (see cum folder)

GPA

Calculate weighted GPA to include Quarter 4 Progress Report Grades and Credits

1) Review Transcripts

Transcript Overall Weighted GPA (G): _____

Transcript Total Number Credits (C): _____

4th Quarter Progress Report Credits (PR): _____

2) Calculate 4th Quarter Grade Points (See grade values in Quality Points Table above)

Grade Point Value x	Credit Value =	Grade Point

Total 4th Quarter GPA Points (G₂): _____

3) GPA Calculation

C: _____ x G: _____ = _____ + G₂ _____ = Total GPA Points: _____

C: _____ + PR: _____ = Total Credits: _____

Total GPA Points: _____ divided by Total Credits: _____ = Total GPA: _____

GPA Ranking: _____

Quality Points

Total value of all classes completed

Grades	Number	x	Grade Value x	Credit Value =	Total
Sample	3		4	2.5	30
Weighted A's:			5		
Weighted B's:			4		
Weighted C's:			3		

A's		4		
B's		3		
C's		2		

Total Quality Points: _____

Quality Point Ranking: _____

Testing

SBAC Scores: 15 points for each Exceeded Standard Score

of Tests Scoring Exceeded Standard: _____ x 15 = Total CST: _____

AP Tests:

Test Score	Points
5	3 pts
3-4	2 pts
1-2	1 pt

of Tests at 5: _____ x 3 = _____

of Tests at 3-4: _____ x 2 = _____

of Tests at 1-2: _____ x 1 = _____

Total AP: _____

Total Testing: _____

Testing Ranking: _____

Total Valedictorian Ranking:

Quality Points Ranking:	
GPA Ranking:	
Testing Ranking:	
Total Ranking:	

Calculated by: _____ Reviewed by: _____

Date Completed: _____

STUDENT SUPPORT **(COUNSELING, ACADEMIC ADVISORS & SOCIAL WORKERS)**

The Student Support Department (Counseling, Academic Advisors & Social Workers) at Helix provides services to help students in the areas of Academics, Personal/Social and College/Career. Students and parents / guardians are advised to contact their Grade Level Counselor/Academic Advisor when:

1. Defining educational goals and choosing classes to meet these goals.
2. Needing assistance with career choices and information.
3. Planning for post high school education (College, technical schools, military, etc).
4. Exploring scholarships and grants (Naviance).
5. Understanding graduation requirements.
6. Assisting with academic and/or personal problems.

Additional Programs Include:

- Wellness Center (School Social Workers)
- College Center (College Access Counselor)

For help and assistance related to courses, colleges, scholarships, or services, **please contact your Grade Level Team Counselor and/or Academic Advisor.**

For assistance with College information, students may also schedule an [appointment](#) with the College Center Counselor. Drop in times are before school, at break, lunch and after school in the College Center (Room 180) for additional assistance related to:

- Naviance
- Community College Concurrent Enrollment/Dual Enrollment
- College Search and Admission Information
- College Testing Information (PSAT, SAT, ACT)
- Financial Aid & Scholarship Information

PROGRAMS:

In the materials that follow, we have attempted to anticipate your questions and to provide necessary information as concisely as possible about our programs at Helix Charter High School. Please view this as work in progress as things evolve and change as the year progresses. Courses listed that do not meet a minimum enrollment may not be offered; courses may be added as needed. Helix Charter High School takes seriously its responsibility to move beyond mere seat time as a way of completing course requirements. Students are asked to demonstrate their learning and to apply that learning through a variety of requirements. All students experience the same curriculum in core subject areas in classes that are heterogeneous and inclusive. We encourage all students to achieve and perform at high levels.

ACADEMIC REVIEW/ACADEMIC PROBATION:

All students attending Helix Charter High School must maintain a cumulative grade point average (G.P.A.) of 2.0 or above in order to be in good academic standing. If a student's cumulative G.P.A. falls below 2.0, then the student will be placed on academic probation. Students and parents/guardians will be notified of the student's status via grade reports.

Students who are not in good academic standing at the end of any quarter will be referred to the Grade Level Team. The Grade Level Team will review the student's attendance, behavior, and overall academic performance. An Academic Review meeting will be held, creating and outlining the necessary steps for the student to return to good academic standing.

Academic Review expectations will require students to show continuous academic improvement (increase in G.P.A.) within a specified time frame until good academic standing is achieved. Students who fail to comply with the Academic Review expectations may be recommended to alternative educational placement.

ACCOUNTABILITY STANDARDS:

Within departments and across the school, course level teams (teachers) have developed unified standards for all students. Increasing use of rubrics to evaluate student work school wide, demonstrates accountability of the Helix community for student learning. Parents/guardians and students receive these rubrics in advance. Students are expected to meet departmental standards. The department standards are clear and unmovable, enabling students to achieve the target.

All departments have agreed to school wide standards for research work, written papers, and works cited. A [Helix Style Manual](#) is available digitally through the library webpage..

ASPIRE:

ASPIRE is a grant which serves to provide additional opportunities for the Helix community. Specifically, the ASPIRE program funds after school tutorials, enrichment, college preparedness and parent/guardian education opportunities. For information about ASPIRE, contact Ms. Huy at huy@helixcharter.net.

COLLEGE PREPARATION COURSES:

Helix has heterogeneously-grouped college prep classes. All students have access to all classes including Honors/AP (Advanced Placement) and Dual/Concurrent Enrollment. Because of our open-door policy, which challenges ALL students to take a risk, the number of students in advanced classes has more than tripled in the last 10 years and continues to expand. Incoming 9th grade students take Math/English placement tests to assist in initial enrollment of courses. Dual Enrollment Courses are classes offered

on the Helix campus by Grossmont Community College. Students receive college and high School credits for these classes. Helix is committed to offer Dual courses FREE to our students, however concurrent courses require students to pay the college student fees and provide their own books/materials. (Tuition for Concurrent Enrollment is waived.) To be eligible, students must be in the 10th grade and have approval from their Parent/Guardian and the Grade Level Team Counselor/Academic Advisor. It is important to understand that when taking a college course, that student is treated as a college student and is the only one the college will communicate with about any issues or concerns. Parents/Guardians waive their rights to information when they sign the authorization form allowing their child to enroll. For information about Dual/Concurrent Enrollment, students may contact Mrs. Singer at csinger@helixcharter.net. For information about Honors/AP, contact Ms. Skullerud at skullerud@helixcharter.net.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM:

For students learning English as a second language, the ELD program develops their English skills and also supports them in the core content area with specially designed courses. For the English Learner, there is supplemental funding to assure that students learn English as proficiently and quickly as possible. For information about the EL program, contact Mrs. Emily Burrough at burrough@helixcharter.net.

ACADEMIC SUPPORT (EXTENDED LEARNING PROGRAM (ExL) & UPPER GRADE SUPPORT CLASSES):

Helix provides school day academic support for all students. Ninth grade students participate in ExL and 10th-12th grade students needing help participate in Upper Grade Support classes. As part of the student's school day, college age tutors are hired to serve as mentors who also monitor each student's academic progress. 9th grade students have one period, every other day, of supervised tutorial designed to promote self-directed learning. For information about [Academic Support](#), contact Mrs. Renee Milburn at milburn@helixcharter.net.

ONLINE GRADES:

Teachers will post grades for individual assignments online using Canvas, our Learning Management System. In order to view grades, parents must have a [Canvas Parent Observer account](#). Quarter progress reports and final grades will be available through a separate [ParentVUE](#) account. Students and parents/guardians should monitor grades regularly to ensure success in class work. For information about online grades, contact Brian Kick, Director of Data & IT, at kick@helixcharter.net.

SENIOR PROJECT:

Every student receiving a Helix Charter High School diploma will complete a senior project. This consists of a proposal / approval process, completion of a 20-hour project, compilation of a portfolio of evidence that documents the project, a panel defense in front of 5-8 of Helix staff and community members, as well as a 8-10 minute presentation in front of 5-8 Helix staff and community members. For information about the Senior Project, contact Mrs. Alicia Gibson at gibson@helixcharter.net.

TITLE 1:

Academic programs funded by Title I support at-risk students throughout the school year with academic and extended classroom supports. For information about Title I, contact Mrs. Smith at esmith@helixcharter.net.

WEIGHTED GRADE POINT AVERAGE AND ADVANCED PLACEMENT COURSES:

Policy Statement 13

Weighted Grade Point Average and Advanced Placement Courses

Approved: February 26, 2001; Revised: November 14, 2011

- All advanced placement courses will be grade weighted on a five-point scale.
- An individual receiving a C or F in the class; who takes the AP exam and passes with a 3 or greater, will additionally have their grade raised one letter grade, and this grade will be considered on a five-point scale.
- Classes offered as Honors, will be considered on a four-point grade scale, in terms of weight, when an equivalent AP course exists and is offered at Helix. For example: US History (½ H) if offered, would be considered on a four-point scale, as Helix currently offers an AP U.S. History Course

WRITING PROGRAM:

All students at Helix participate in a four year extensive writing program. They are expected to write to a minimum level of competency at each grade level. Essays are scored on a standard rubric. Any essay not meeting the minimum level must be revised and resubmitted until passing. Additionally, all Freshmen are enrolled in a Literacy Support Program - Helix First.

WELLNESS CENTER

Access to Mental Health Services Notification AB2022 (effective January 1, 2019)

Helix Charter High School employs two School Social Workers who can meet with students and families around crisis management, identifying emerging mental health concerns, and connecting families to community and insurance-based resources. They are located in the Wellness Center at the north end of campus. Parents/guardians may reach them by calling 619-644-1940 and ask to speak with a school social worker.

Students and families may seek non-emergency mental health services (counseling, therapy, group therapy) through their health insurance provider or employer-based confidential Employee Assistance Program. Families who have no insurance may be seen locally through the Family Wellness Center (La Mesa) at 7339 El Cajon Blvd, La Mesa, CA 91942, 619-668-6200. Students who are 12 years or older may consent for their own outpatient counseling per California law (SB 243, 2010).

If students are having thoughts of wanting to kill themselves or others, they need to be seen **IMMEDIATELY**. Please contact 911 or go to the nearest hospital. Students with Medi-Cal may be seen at the Emergency Screening Unit or at the Rady's Behavioral Health Urgent Care. Students with all other insurance should be screened through their assigned hospital emergency room. Sharp Mesa Vista and Aurora Behavioral Health are inpatient mental health hospitals and are able to provide on-site emergency mental health evaluations.

Emergency Screen Unit: (For Medi-Cal and Unfunded Clients): 619-876-4502
4309 3rd Avenue, San Diego 92103 (Hillcrest)

Rady Children's Behavioral Health Urgent Care (Medi-Cal): 858-966-5484
4305 University Avenue, Suite 150, San Diego 92105 (City Heights)
Walk-in clinic: 4 p.m. to 8 p.m. Monday through Friday
By Appointment Only: Monday-Friday: 9 a.m. to 4 p.m.

Sharp Mesa Vista Hospital: 858-836-8434
7850 Vista Hill Avenue, San Diego 92123 (Linda Vista)

Aurora Behavioral Health Hospital: 858-487-3200
11878 Avenue of Industry, San Diego 92128 (Rancho Bernardo)

New Alternatives, Inc: 619-591-5740
(provides in-home crisis intervention and support to youth ages 5-21)
730 Medical Center Court Chula Vista, 91911

San Diego Youth Services Community Assessment Team: 619-258-6877
(provides group and individual counseling for youth with high-risk behaviors)
3845 Spring Dr, Spring Valley, CA 91977

San Diego Crisis and Access Line: 888-724-7240
(Free, confidential support in all languages. Licensed Therapists Available 24/7)

TESTING INFORMATION

2018-2019 School Year

The PSAT/NMSQT (preliminary standard aptitude test/national merit scholarship qualifying test) will be administered on Saturday, October 13, 2018 at Helix Charter High School. Juniors planning to attend a four year college or university (immediately after graduation) are encouraged to take the practice exams before taking the ACTUAL college entrance exams (see below) in the Spring of their junior year at the latest. Helix offers both the PSAT and a MOCK ACT to give students practice with both exams to make an educated decision as to which exam is best for them.

If you are planning to attend a University of California School (e.g. UCSD), you must take either the SAT plus writing **OR** the ACT plus writing. In addition, depending on your major, it is highly recommended that you take at least two SAT subject exams. Particular campuses and majors have specific test recommendations. You are allowed to take up to three subject tests on the same test day. This is recommended. You must complete all entrance exams by December of your senior year.

CSU schools (e.g. SDSU) require only the SAT or the ACT. You must take your test entrance exam by October of your senior year.

You must take the SAT and the SAT subject tests on **DIFFERENT** test dates.

Applications for college entrance exams are available at: www.collegeboard.com (SAT) and www.actstudent.org (ACT).

See your GLT Counselor or College Access Counselor for more information.

SAT and SAT Subject Test

Test Date Register at www.collegeboard.com
August 25, 2018
October 6, 2018
November 3, 2018
December 1, 2018
March 9, 2019
May 4, 2019
June 1, 2019

ACT

Test Date Register at www.actstudent.org
September 8, 2018
October 27, 2018
December 8, 2018
February 9, 2019
April 13, 2019
June 8, 2019
July 13, 2019

Fee waivers are available for juniors in term II and seniors in term I who qualify. See your counselor for details.

CLASS CHANGE DEADLINES

2019-2020

Fall Semester 1	
August 14, 2019	Last day to add quarter class for credit.
August 21, 2019	Last day to add an A/B class for credit and or authorization for Pass/No Mark class status.
September 23, 2019	Drops after this date MUST appear on transcript (Every day classes only)
October 3, 2019	Last Day to withdraw from class with a NM (if passing) or WF (All drops after this date receive an F)

Fall Semester 2	
October 21, 2019	Last day to add quarter class for credit
October 26, 2019	Drops after this date MUST appear on transcript (A/B classes)
October 29, 2019	Last day to request authorization for Pass/No Mark class status.
November 29, 2019	Drops after this date MUST appear on transcript (Every day classes only)
December 7, 2019	Last Day to withdraw from class with a NM (if passing) or WF (All drops after this date receive an F)

Spring Semester 1	
January 15, 2020	Last day to add quarter class for credit
January 23, 2020	Last day to add an A/B class for credit and or authorization for Pass/No Mark class status.
February 24, 2020	Drops after this date MUST appear on transcript (Every day classes only)
March 3, 2020	Last Day to withdraw from class with a NM (if passing) or WF (All drops after this date receive an F)

Spring Semester 2	
April 6, 2020	Last day to add quarter class for credit
April 13, 2020	Drops after this date MUST appear on transcript (A/B classes)
April 20, 2020	Last day to request authorization for Pass/No Mark class status.
May 18, 2020	Drops after this date MUST appear on transcript (Every day classes only)
May 28, 2020	Last Day to withdraw from class with a NM (if passing) or WF (All drops after this date receive an F)

STUDENT INFORMATION

DANCE REGULATIONS:

Dances are provided as an extracurricular activity for Helix Charter High School students. We want to provide an atmosphere where students can have a good time and parents/guardians feel secure in the type of environment and supervision provided. Thus, attendance is a privilege rather than an automatic right and the following rules are set forth for all Helix Charter High School dances. Students wishing to attend must be cleared for attendance (lockouts, suspensions, truancy, or more than 5 tardies), discipline and financial obligations. Students must have a 2.0 to attend the dance. **Students are expected to dress appropriately at all dances (including the Prom):**

1. **All students must have a student ID card in their possession to enter the dance.**
2. Any student who comes to the dance, tries to enter, or is in the immediate area of the gym and under the influence of alcohol or drugs, will be denied entrance to the dance, detained for parent/guardian pickup and face additional

- disciplinary consequences. Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
3. Students may not leave the dance and return.
 4. No loitering will be allowed.
 5. All non-Helix students must have a guest pass, which may only be obtained from the Office prior to the event.
 6. The following are specifically prohibited at HCHS sponsored dances: Sexually explicit dancing (i.e. freaking, grinding, or dirty dancing) and any dancing, which may result in disruption or injury (i.e. slamming, moshing, etc.) **Dances will be stopped and offenders will be asked to leave.** Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
 7. **School rules apply to all extra-curricular activities.**
 8. **Students inappropriately dressed will have parents / guardians contacted and will not be allowed to attend the dance. Students must wear shoes at dances. Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.**
 9. Parents/guardians must pick up students within 20 minutes after the end of the event. Students not picked up will forfeit their right to attend the next dance.
 10. All students and their guests may not leave the dance until 30 minutes prior to the end of the dance.

Dance Clearance and guest requirements:

Students bringing guests to a Helix Charter High School dance/event must abide by the following regulations:

- Students bringing guests must arrive within an hour of the dance start time.
- The following are specifically prohibited at HCHS sponsored dances: Sexually explicit dancing (i.e. freaking, grinding, or dirty dancing) and any dancing, which may result in disruption or injury (i.e. slamming, moshing, etc.)
- Students must enter and leave with their guests.
- Guest must show driver's license and/or student photo identification card for admission to the dance/event.
- HCHS students are responsible for the behavior and demeanor of their guests. HCHS students are responsible for informing guests of all HCHS behavior and dress code rules.
- Each pass is verified for accuracy. Any forged signatures will result in forfeit of dance/event attendance by HCHS student and guest. The HCHS student will receive BMA or suspension.
- Any student or guest removed from the dance for violation of any school or dance rules will not be entitled to a refund.
- Guests must have a 2.0 GPA in academic work.
- All students and their guests may not leave the dance until 30 minutes prior to the end of the dance.
- All students must be picked up within 20 minutes of the end of the dance or they will not be able to attend the next dance.

PHYSICAL EDUCATION - DRESSING OUT:

Students are expected to dress in athletic attire and participate daily. The Helix Physical Education uniform is preferred but not required. However, it is a requirement to wear solid school colors -green, gray or black. **Footwear:** The Physical Education Department cannot emphasize enough the importance of wearing proper footwear. It is a safety concern and required that students wear some form of athletic shoe. Failure to comply will result in a non-suit.

PHYSICAL EDUCATION - LOCKS AND LOCKERS:

Lockers will be issued to each student at the beginning of the semester. Each student is required to have an assigned lock and locker. **(Sharing locks or lockers is not allowed!)** Combination locks are required and can be purchased on site or elsewhere. Students will be assigned a locker for storing their P.E. clothes. Students will use a larger locker available next to their assigned locker to secure personal belongings including backpacks, **ONLY DURING THEIR P.E. PERIOD.** Upon changing back into their street clothes at the end of the period, students must clear out the larger locker and place their P.E. clothes back into their assigned smaller locker. **Leaving personal belongings unattended or unsecured in the locker room may result in loss or theft. HCHS and the Physical Education Department are not responsible for lost or stolen items.** Lockers must be cleared of personal belongings at the end of the term and the locks must be removed. Anything not cleared out of locker at the end of the term will be thrown away or given to charity. **Locks theft behind will be cut off.**

LOCKERS:

Students may purchase preferred lockers or be assigned a non-preferred locker. The school administration reserves the right to inspect the contents of your locker when there is reasonable grounds to believe that it contains items contrary to school rules and/or detrimental to the safe operation of the school, the educational process, or the students' and employees' welfare. Lockers are school property and are, therefore, under the joint jurisdiction of the student(s) assigned the locker and the school. **Lockers are to be used ONLY by the person(s) assigned to the locker** and that person will be required to pay for any damages to the locker. **For your own security, do not share your locker combination with anyone.**

STUDENT IDENTIFICATION CARD:

The student ID card is issued to all students. This card must be worn during school hours and in their possession during school sponsored events. Students must wear the card on a lanyard or attached above the waist and must be easily visible. Defacing or altering the ID card in any way will result in disciplinary action related to defiance. The ID card is required when accessing the Internet, attending school activities (including dances) and checking out library books. If an ID card needs to be replaced, students need to pay for it at the Finance Office. Replacement cards can be obtained at a cost of \$3.00. These badges have proven to be a help to improve school safety, as well as to enhance a more positive climate of mutual respect and understanding amongst students, staff, and parents / guardians.

PARKING:

Student parking is provided in the south lot off of Lowell Avenue. All students must have a parking sticker in order to use this lot. Parking stickers may be obtained from the Receptionist Office before school, during lunch, and after school. Cars parked in the

student lot without a tag may be towed at the driver's expense. Reckless driving will lead to loss of parking privileges. Additionally, in order to maintain the safety of property and protection of valuables, students are not allowed in the parking lot during school hours without permission from the Grade Level Principal's Office.

ASB CARD:

The ASB card provides many discounts at school activities. Students are encouraged to purchase the card during registration or from the Finance Clerk. **All students participating in school activities are encouraged to purchase this non-refundable ASB card.**

ATHLETICS

Helix Charter High School students are reminded that they must follow regulations established by the Grossmont Union High School District Athletic Conference and C.I.F. in order to participate in athletics and certain extracurricular activities. Athletes should also remember that all athletic equipment and fines must be cleared before they will be eligible for the next season or sport.

ATHLETIC PROGRAMS:

Fall Sports: August –November:

Girls & Boys Cross Country, Football, Girls Tennis, Girls Volleyball, Boys Water Polo, Girls Golf, Girls Field Hockey

Winter Sports: November - February:

Girls & Boys Basketball, Girls & Boys Soccer, Girls & Boys Wrestling, Girls Water Polo

Spring Sports: February – May:

Boys Baseball, Boys Golf, Girls Softball, Girls & Boys Swimming/Diving, Boys Tennis, Girls & Boys Track & Field, Boys Volleyball, Girls & Boys Lacrosse

INTERSCHOLASTIC ELIGIBILITY:

1. **Insurance** - All students participating on athletic teams must have adequate insurance coverage, as required by the Education Code, Section 32220 et seq.
2. **Students Transfers** - Students transferring from another high school with their parents/guardians must contact the Athletic Director/Athletic Administrator (Damon Chase chase@helixcharter.net). There are three transfer options:
 - a. Valid Change of Residence
 - b. Sit Out Period
 - c. Limited Eligibility
3. **Club Activities** - Participants in co-curricular, club activities and extracurricular activities are required to comply with all C.I.F. eligibility guidelines and procedures. [REF: C.I.F. *Green Book*.]
4. **Minimum Grade Point** - Students must maintain a 2.0 grade point average (C average) for all courses in which enrolled during the preceding grading period and for which a letter grade was assigned. Grades are all based on a 4 point scale. TA courses that are 2.5 credits are calculated differently and may impact athletic eligibility.
5. **Course Enrollment** - Students must be enrolled in at least 12.5 quarter units per quarter within the regular school year and maintain this enrollment throughout each quarter. Such enrollment will constitute satisfactory progress towards meeting the requirements for graduation.
6. **Conduct / Effort Situations** - Upon receipt of two or more unsatisfactory conduct and/or effort grades ("U"), the student will be declared ineligible for the next school-wide grading period. All student athletes are expected to pursue Victory with Honor by implementing the Six Pillars of Character both on and off the field.

ELIGIBILITY APPEAL PROCESS:

Limited Eligibility-JV sports only

9th Grade Academic Probation Appeal:

- Ninth grade students, who earn less than a 2.0 in any grading period, may appeal their ineligibility status one time during their ninth grade year. Contact Athletic Administrator to initiate appeal process.

Conduct / Effort Appeals:

- Athletes deemed ineligible due to earning only two unsatisfactory conduct and/or effort grades may appeal his/her ineligibility one time per year. Contact the Grade Level Principal to initiate appeal process.

ATTENDANCE & BEHAVIOR EXPECTATIONS

Attendance Policy and School Attendance Laws: Attendance is directly related to student achievement.

Students who accumulate more than 5 absences in a quarter for any course are in jeopardy of failing that course. Students who have excessive excused or 10 total absences exceeding an average of 1 per month will be placed on an Attendance Contract requiring the student and parent/guardian to provide Doctor's notes or nurse approval for all future excused absences.

It is the responsibility of BOTH the parent /guardian and student to understand and abide by the Attendance Policy. Consequences for excessive absences or late arrivals include Detention, Behavior Modification Assignment (BMA), academic schedule adjustment, loss of school activity privileges including dances and athletics, and referral to the Student Attendance Review Team (SART). Please refer to the Attendance sections in the Parent/Guardian and Student Handbooks for further clarification.

Late Arrival to School:

Students arriving more than 5 minutes late for 1st period, must first check in with the Attendance Office. For verification purposes, a note signed by a parent/guardian is preferred, but a phone call to the attendance office is acceptable. Parents/guardians may also clear tardy/absences through Parent Vue. Any unverified period absence (absent only part of the day for 1 or more classes) incurred because of late arrival to school may be considered truant. Students should notify a parent / guardian prior to arriving late so the verification of late can be made prior to arriving late on campus. A student who is late more than 2 times in any quarter is subject to a consequence being assigned for each additional late arrival for that quarter, including late arrivals with note, verification, or excuse by parent/guardian. Exceptions for appointments with official verifications. All students arriving late (at any time) to periods 2, 3, 4, must report directly to the Attendance Office.

Attendance Practice For Tardies:

Attendance at Helix is an integral part of student achievement. Students are expected to be in their assigned classroom when the bell rings for a class to begin. Students who arrive late disrupt the learning environment for others and hinder Students who are late to class – excused or unexcused – will receive disciplinary consequences. The only permissible tardy, without consequence, are those with a medical, dental, or legal note.

Disciplinary consequences for tardies are as follows:

- 1st Tardy: Warning
- 2nd Tardy: Warning
- 3rd Tardy: Warning
- 4th Tardy - 30 minute after school detention (ASD)*. Can be excused by parent call or note.
- 5th Tardy - 1 hour BMA - Assigned by Attendance Technician-an official note (doctor, dental, court, DMV) will be necessary to excuse tardy ; Academic Advisor contacts home to discuss tardy practice and review expectations/consequences
- 6th Tardy - 2 hour BMA - Assigned by Attendance Technician on Wednesday or Thursday from 3-5pm; an official note (doctor, dental, court, DMV) will be necessary to excuse tardy
- 7th Tardy - 2 hour BMA for Wednesday or Thursday will be assigned by Attendance Technician.
-
- 8th Tardy - Student sent to GLP with referral; GLP will assign ISS (In School Suspension) for the following available date.
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- 9th Tardy - Student will be sent to GLP's office; GLP will contact parent and suspend student for the rest of the day.
-
- 10th Tardy - Student will be sent to GLP's office; GLP will contact parent and drop 1st period.

Attendance and tardies play a role in determining if a student can participate in extracurricular and/or co-curricular activities, dances and athletics. Excessive attendance issues and tardies will result in a loss of these privileges.

*All ASDs/BMAs occur in Room 340. Students may bring work to complete during their detention. Students may not have electronic devices out during this time nor may they talk.

Lockout Policy (Late to classes in between classes)-

Students that are tardy to classes in between classes are considered "**locked out**" and will **not** be given a warning, all lockout counts restart at the beginning of every school session (each term).

Lockout consequences are assigned as follows:

- 1st lockout- 30 minutes after school detention assigned by Attendance Technician
- 2nd lockout- 1hr after school BMA assigned by Attendance Technician
- 3rd lockout- 1hr after school BMA assigned by Attendance Technician
- 4th lockout- 2hr after school BMA assigned by Attendance Technician and email to GLT. Academic advisors should contact the parent and inform about the frequent in school tardy.
- 5th lockout- 2hr BMA assigned by Attendance Technician and email to GLT. Academic Advisor should email parent and inform about future consequences.
- 6th lockout- student will be sent/walked to GLPs office, ISS assigned by GLP as well as GLP will contact parent.
- 7th lockout- 1 day school suspension.

Full Day Absences:

Full-day absences must be verified with the Attendance Office *within 24 hours*. Failing to clear an absence within 24 hours will result in a consequence for the student. A phone call from the parent/guardian to the Attendance Office on the day of the absence is preferred. Verification through ParentVue, parent/guardian signed note or email verification is also acceptable.

Leaving Campus Early:

If a student needs to leave campus for any reason before their school day is over, they *must first obtain* an Off-Campus Pass. Off-Campus Passes are issued upon the request of a parent/guardian through the Attendance Office. Requests for an

Off-Campus Pass should be presented in writing (preferred) before the start of school or by phone to the Attendance Office. Requests for early release should be made in advance whenever possible to accommodate the timely release of your student.

It is imperative that we know where students are at all times, therefore:

- Verification submitted after a student leaves campus before their regular dismissal time will not be honored and the student will receive a consequence.
- For personal emergencies or concerns that may cause a student to miss class time, the student should contact their Grade Level Team, the Nurse or Attendance Office. If it is determined that the student needs to be released from campus early, the parent/guardian will be contacted and an Off-Campus Pass issued.
- Students who leave school early without school authorization are considered truant and will be assigned a consequence.

Illness While At School:

If a student becomes ill while at school, student must report to the Nurse's Office with a pass from their teacher. The nurse will then notify the parent / guardian to determine if an early release from school is necessary. Students who leave campus early due to illness without authorization from the Nurse's Office are subject to a consequence as outlined above.

Extended Days of Absence (5+ consecutive days):

If you anticipate an extended absence or an extended absence is incurred, you are encouraged to contact the Attendance Office to inquire about obtaining an Extended Absence Contract. If granted, a completed Extended Absence Contract will negate the affected absences. *An Extended Absence Contract must be completed and returned to the Attendance Office within 1 week from the student's return to school.*

Pregnant Students:

Entitled to the following:

- 8 week leave (more if medically necessary)
- Excused absences to care for their sick child.

Complaints through the UCP process.

Extra-Curricular Activities:

Student attendance will be considered in the continued privilege of extra-curricular activities, such as participation in athletics, dances, field trips, and clubs.

School Attendance Laws:

The law in California regarding compulsory school attendance for minors is very specific and carries penalties for both parents/guardians and minors for failure to comply with these regulations.

Education code, Section 48200 requires:

1. Parents/guardians to send minors under their custody to school on a daily basis for the full length of the school day as established by the governing board of the district.
2. Minors six (6) to sixteen (16) years of age to attend compulsory full-time school on a daily basis for the full length of the school day (or district alternative programs as available).
3. Minors sixteen (16) to eighteen (18) years of age to attend continuation school on a daily basis for the full length of the school day (if not enrolled in a traditional high school or other alternative education program provided by the district).

Education code, Section 48260-48263 provides definitions and referral procedures for:

1. Any student subject to compulsory attendance who is absent without a valid excuse more than three (3) days in one school year is truant.
2. Any student who has exceeded unexcused absences or tardiness as described above and for whom an appropriate district employee has made a conscientious effort to hold at least one (1) conference with the parent/guardian and the student is deemed a habitual truant.
3. Any student defined as habitual truant who continues an unacceptable pattern of unexcused absences or tardiness may be referred to the district's School Attendance Review Board (SARB).

Education Code, Section 48320-48325 establishes the powers and duties of the SARB as:

1. The authority to require a written contract between the parent/guardian and the student with the board.
2. The authority to refer the student and parent/guardian to appropriate community service agencies for counseling.
3. The authority to request an alternative school or program placement for the student within or outside of the district.
4. The authority to recommend that the parent/guardian attend school with the student.
5. The authority to refer the student and/or parent/guardian to the juvenile justice system (Court).

Education Code, Section 48293 establishes penalties against parents/guardians as:

1. Upon a first conviction, a fine of not more than one hundred dollars (\$100), parent/guardian education, counseling or community service.
2. Upon a second conviction, a fine of not more than two hundred fifty dollars (\$250), parent/guardian education, counseling or community service.
3. Upon a third conviction, a fine of not more than five hundred dollars (\$500), parent/guardian education, counseling or community service.

Welfare and Institutions Code, Section 601 (et al) describes the consequences for habitual truancy if a minor pleads or is found guilty by trial to include but not limited to:

1. Being made a ward of the court (placed on probation).
2. Having a driver's license revoked or denied until age eighteen (18).
3. Being placed in juvenile hall for a violation of the order of the court.

NOTE: Failure to appear for a court hearing will result in the parent/guardian and/or minor being cited, having a bench warrant issued and being arrested and placed in jail/juvenile hall.

STUDENT WITHDRAWAL PROCEDURE:

1. Report to the appropriate Grade Level Administrative Assistant with a written statement from a parent/guardian requesting the withdrawal from Helix. The statement must include the following information:
 - a. Last day the student will be in attendance at Helix.
 - b. Name of the next school student will be attending.
2. On the student's last day of school, the student should report to the Grade Level Administrative Assistant before school to pick up a check-out form to take around, which must be signed completely by current teachers and office staff and returned to the Grade Level Administrative Assistant.
3. All chromebooks, textbooks and materials must be returned with no outstanding fees before transcripts will be released.

STRUCTURE OF THE STUDENT'S DAY:

9th Grade Student Day:

Helix is organized on the premise that freshmen benefit from a highly structured school day in order to ease their transition into high school. Freshmen take four classes daily, classes are either an academic class and/or a support program. All freshman students participate in a year-long transition course titled Helix First.

10th, 11th, 12th Grade Student Day:

Most students will have a three period day from their sophomore year until they graduate. Some students in need of extra academic assistance may be assigned to an Academic Support class (Math, English, or Science lab). Students who are on academic probation and not meeting Helix academic standards, may be assigned to an Academic Support class until appropriate academic progress has been achieved.

BEHAVIOR EXPECTATIONS:

Also critical to learning is the importance of a safe, supportive, and respectful classroom environment. The teaching and learning that occur in the classroom are certainly the most critical areas of an educational institution. Therefore, Helix teachers will insist that our students' behavior and attitude in the classroom reflect the importance of the serious business of learning.

More specifically, Helix Charter High School teachers expect our students to be:

1. On time and prepared for class with all necessary materials.
2. Engaged in the day's lesson until excused by the teacher.
3. Respectful and considerate of school property, the property of other students, and the right of all students to learn.
4. Completing course expectations, standards, and competencies successfully.
5. Exhibit academic honesty at all times.

This section of the Helix Student Handbook attempts to identify specific inappropriate behavior/conduct and clarify the resulting consequences. However, it should be noted that no listing of rules and consequences is all-inclusive. Students are subject to disciplinary action any time their behavior is disruptive, illegal, or inconsiderate to others. Helix staff, faculty, and administration assign students appropriate consequences in an effort to improve student behavior, conduct, and safety.

Consequences of Inappropriate Behavior

If students violate the rules of Helix Charter High School, certain consequences follow. The specific consequences are determined on the basis of the severity and/or frequency of the offense. Following is the range of consequences that may be used for inappropriate behavior.

1. **Verbal & Written Warning** - Students may receive a verbal warning or written warning by staff.
2. **Detention** – After School - Students may be assigned ½ hour detention after-school. Students are to report directly to the detention location. Failure to attend detention will lead to further loss of privileges and/or other disciplinary consequences.
3. **Behavior Modification Assignment (BMA) / ISS**- Students may be assigned BMA from 3:00 to 5:00 PM on Wednesdays or Thursdays. (Please note: Not all BMA's are 2 hours in length. Please refer to actual referral for the time frame).
4. **In School Suspension (ISS)** - Student may be assigned ISS Periods 2-4 on Tuesdays. During ISS, students will do homework, community service and reflection on their personal actions.
5. **Loss of Privileges (LOP)** - Parking in the student lot, attending dances and other extra-curricular events, and participating in the school's co-curricular and athletic programs are all privileges extended to students who uphold the Helix Code of Conduct and rules. The Grade Level Principal will have the discretion to withhold these privileges when circumstances warrant alternative disciplinary measures.
 - a. Examples of how loss of privileges may be implemented are:
 - i. Student is assigned to a Study Hall/Tutorial class for a quarter or term
 - ii. Student's parking privilege is taken away for a quarter or longer
 - iii. Student is not allowed to attend a school dance
 - iv. Student is not allowed to play in an athletic contest
6. **Suspension** - Students may be suspended for serious violations of school rules and expectations. Students on suspension are not allowed to be on campus at anytime during their suspension. Also, students are not allowed to participate in any co-curricular, extra-curricular, and/or athletic practices or contests.

- a. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - i. While on school grounds.
 - ii. While going to or coming from school.
 - iii. During the lunch period whether on or off campus.
 - iv. During, or while going to or coming from, a school sponsored activity.
 - v. Specific activities in the community which present a safety concern and/or a school disruption.
7. **Expulsion** - In cases of repeated or extreme anti-social or illegal behavior, the Grade Level Principal may recommend to the Helix Charter Governing Board that expulsion proceedings be initiated. Students will not be allowed on campus or at school events while expulsion proceedings are in process.

Specific Behavior Concerns

The following are some examples of specific behavior concerns:

ACADEMIC HONESTY/INTEGRITY POLICY:

Students are expected to practice responsible and honest behavior. To complete assigned work to the best of one's ability, turn assignments in on time and be a contributing member of each class.

Acts of academic dishonesty, which will not be tolerated at Helix Charter High School are listed below:

- Cheating on tests.
- Fabrication (any intentional falsification or invention of date, citation, or other authority in an academic exercise).
- Unauthorized collaboration.
- Plagiarism (stealing and passing off as one's own the words or ideas of another).
- Theft or alteration of materials.

Consequences:

First Offense: The student will lose all credit for the assignment or test with no make-up permitted. If the assignment or test is a standard in the course, the standard must still be completed to the appropriate performance level. The student will be referred to the Grade Level Principal and the parent/guardian will be contacted. Violation may also result in detention, BMA, loss of privileges, community service hours, or suspension. Additionally, the student may be excluded from receiving scholarships/awards and/or letters of recommendation from school personnel.

Second Offense: The second offense of academic dishonesty in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a "withdrawal/failure" grade and a loss of credit. The parent/guardian will be notified. Violation may result in detention, BMA, loss of privileges, community service hours, or suspension.

Acts of academic dishonesty involving distribution and/or publishing of course assessments and/or other important coursework/projects are serious offenses that will not be tolerated and will be addressed more severely than traditional forms of cheating as listed above. Some examples include but are not limited to:

- Taking pictures of assessments and forwarding to other students through email and/or social media
- Making copies of assessments and providing to other students
- Sending answers to assessments to other students through electronic communication

Consequences:

First Offense: For academic dishonesty related to distribution and/or publishing of course assessments and/or other important coursework/projects in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a "withdrawal/failure" grade and a loss of credit. The parent/guardian will be notified. Violation may also result in detention, BMA, loss of privileges, community service hours, and/or suspension.

Second Offense: The second offense of academic dishonesty related to distribution and/or publishing of course assessments and/or other important coursework/projects in any class in any year may result in the student being referred to the Grade Level Principal for removal from the class with a "withdrawal/failure" grade and a loss of credit. The parent/guardian will be notified. Violation may result in suspension and/or referral for an alternative placement in the student's District of residency.

BEFORE / AFTER SCHOOL POLICY:

In a continued effort to maintain a safe school environment, Helix has implemented a before school and after school supervision policy. The campus is closed to students prior to 7:00 a.m. and after 3:30 p.m. unless they are under the direct supervision of an adult on campus.

Students involved in a school sponsored program before and/or after school need to be with their adult supervisor/teacher/coach while on campus. Students attending tutorials/ASPIRE, using the library, or assigned to BMA's are supervised and they should continue to utilize these supports and fulfill their assigned obligations. All students when excused from their practice/library/game/BMA are expected to exit campus immediately. Loitering is not allowed.

Students are not to arrive on campus before 7:00 a.m. and parents/guardians are not to drop students off before this time. Students who are not involved in any extracurricular programs are not to remain on campus past 3:30 p.m.; they must leave campus or be picked up. For your student's safety, we recommend that they travel home and not loiter in the vicinity of Helix.

Local businesses are being instructed to contact the La Mesa Police Department if they have concerns with students loitering near their establishment. Students will be considered to be trespassing if they are on campus unsupervised before 7:00 a.m. or after 3:30 p.m. Trespassing students will be subject to both arrest and suspension.

BICYCLES, SKATEBOARDS, SCOOTERS:

To ensure the safety of all students, bicycles, scooters, skateboards are not to be ridden on campus. Bicycles are to be locked in the bicycle racks located next to the Grade Level Principal's office. Skateboards are to be kept in school lockers.

BLOCKING DOORWAYS:

Students are not allowed to stand in or block doorways. In some cases red lines are drawn clearly marking the "no stand" area. Blocking doorways is a form of harassment and disruption.

BULLYING, HARASSMENT, THREATS & INTIMIDATION:

Students are expected to treat all members of the school community with respect.

Helix Charter High School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, cyber-bullying, or name-calling; and social manipulation, such as ostracizing.

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students who experience or witness bullying are expected to immediately report incidents to a staff member or to administration. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent/guardian of the student feels that inappropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian should contact the student's Grade Level Principal or the Executive Director. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

BUS TRANSPORTATION:

Students who use the bus are expected to be prompt and demonstrate good manners at the bus stop. This includes, but is not limited to, staying near the bus stop area, keeping off private property, not disturbing plants/shrubs, and keeping the noise to a minimum. Once on the bus, riders must: follow the directions of the driver, remain seated, refrain from throwing any object in or out of the bus and exhibit good manners toward other passengers.

CLASSROOM BEHAVIOR:

Unacceptable classroom behavior generally is defined as defiance of school authority. Defiance refers to the refusal by a student to follow school rules or the directions of a school employee. This includes, but is not limited to, refusal to give legal name, accompany the employee to the office, or give accurate, truthful information. Defiance also refers to knowing the school rules but breaking these rules anyway. Verbal abuse refers to the use of vulgar words or phrases or other types of language which are considered uncomplimentary or demeaning when used toward another person.

CLEAN CAMPUS:

Maintaining a clean school is a responsibility shared by everyone. It is our hope that we all pick up paper or trash whenever we see it. We trust other students and staff will follow our example when observing our actions and place trash in the proper receptacles.

CYBERBULLYING:

All users are required to be good technology citizens by refraining from activities that annoy others, disrupt the educational experiences of their peers, or can be considered illegal, immoral, threatening and/or unprofessional conduct. Students who are cruel to others by sending or posting harmful material using the Internet, cell phone or other electronic device will face disciplinary consequences. Bullying in any form is not acceptable and will not be tolerated. Students who are aware of cyberbullying or other forms of bullying/harassment must contact school administrators immediately or report it through the anonymous tip line found on the Helix webpage. <http://goo.gl/N9BRnm>

Access to Helix provided technology such as computers, computer systems, information networks, and other technology systems and hardware is a privilege and must be treated as such by all students. These systems will be used solely for the purpose of research, education, and school-related business. For these reasons, the student is ultimately responsible for his/her actions in accessing technology at Helix Charter High School. Failure to comply with the guidelines of technology use as stated either in this document, the Student Handbook or in the school's Network Agreement Form/Acceptable Use Policy may result in the loss of access privileges and/or appropriate disciplinary action. It is presumed that all users will comply with Helix Charter High School standards and will honor the agreements they have signed.

DEFIANCE & DISRUPTION:

Students are expected ...

- To follow all school rules and respect the authority and direction of school staff.
- To behave in a safe and orderly manner.
- To maintain a safe environment in the school.
- To treat all members of the school community with respect.

Students may not be defiant, disruptive, disrespectful, or deceptive. These behaviors negatively impact the orderly operation of the classroom or general educational environment of the school.

DRESS CODE POLICY:

The Dress Code is a dynamic document. Changes may be made at any time during the school year. Students and parents/guardians will be notified of any changes through the school bulletin and newsletter.

At Helix Charter High School, students are expected to dress in an appropriate and dignified manner to maintain a safe and positive educational environment. School IDs are to be worn at all times as part of the school dress code. IDs serve as an essential part in keeping our campus safe.

In an effort to improve school safety and the atmosphere for learning at Helix Charter High School, students will dress in a manner that reflects positively on themselves, their parents / guardians and their school. Just as adults must conform to workplace standards, students are to follow the guidelines set below:

Expectations:

1. Students **must** wear their school ID **at all times**.
 - Students must wear their ID card on a lanyard or attached above the waist.
 - IDs must be easily visible.
2. All clothing **must have sleeves** with material that extends over the shoulder.
 - No tank tops or sleeveless clothing permitted.
3. Clothing must cover all undergarments and/or private areas such as posteriors and cleavage at all times.
 - No sagging. Pants **must** cover posterior area and must sit at natural waistline.
 - The showing of undergarments or layered shorts is not permitted.
 - No excessively short dresses, skirts or shorts that reveal the posterior area and/or are worn above mid-thigh.
 - No see-through or revealing clothing.
 - Bare midriffs are not permitted.
 - No low cut tops or blouses.
 - Clothing with excessive holes and tears are not permitted.
 - Pajamas are not permitted.
4. Headgear may be worn **only if it is an approved Helix Charter High School hat or beanie**.
 - Wearing hats, beanies or hoodies in classrooms is not permitted.
 - Any non-approved form of headgear (hats, bandanas, sweatbands, du-rags, beanies, berets, knitted hats, etc.), except school-approved, will be confiscated and returned at the end of the school year.
 - To protect from the sun, a full-brimmed hat may be worn. These hats must provide complete protection for face, ears, and neck.
5. Shoes must be worn at all times.
 - Slippers/house shoes are not permitted.
6. No gang-related apparel, headgear, or bandanas for the purpose of acknowledging involvement in gang-related activity.
7. Clothing, backpacks, notebooks, jewelry and personal items (purses, PE bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, depicting violence, sexually suggestive, drug, alcohol or tobacco company advertising, gambling, weapons, explosives or which advocate racial, ethnic or religious prejudice, create animosity between groups, can be construed to have a "double meaning," or could create an unsafe disturbance by virtue of its content. No tobacco, drug, or alcohol or profanity writings, symbols or pictures may be displayed.
8. The following are deemed unsafe and will not be permitted during school: Metal or plastic spiked projections from rings, belts, belt buckles, bracelets, neck accessories, jackets, or any other article of clothing; wallet chains over 4" long.

Consequences:

Students will lose academic seat time. Students will be sent to the front office to change into clothing provided by the school or parent/guardian. Students will not return to class until the dress code violation is corrected. Students will receive a Behavior Modification Assignment (BMA) on Wednesday or Thursday as a consequence. Repeated defiance of the Dress Code will lead to suspension and/or expulsion from school.

ELECTRONIC DEVICES (personal possessions):

Any personal possession, including cell phones, cameras, ipods, etc. should not be brought to school. Students that choose to bring these items to school agree to the following conditions:

- Cell phones may only be used during passing period, break and lunch. Cell phones are not to be used during class time unless a staff member provides the student permission to do so.
- Any disruption to the learning process will result in confiscation of the item. (Example: cell phone ringing or buzzing in class, student texting or listening to music in class, having device out during class time, etc.)
- Students who use cell phones during school hours are subject to search of the item when deemed necessary during any type of investigation or campus disruption. All information is subject to confiscation.
- Students are not allowed to use cell phones or other electronic devices to take pictures or video footage while on campus or to/from school. Students who are caught using cell phones or other electronic devices to record illegal activities (i.e., fights, tests, or other students without their permission, etc.) or any situations that violate Education Codes 48900 or 48915 are subject to suspension and possible expulsion.
- Confiscated electronic devices will be brought to the Grade Level Administrator and returned to a parent/guardian after one week.
- Portable speakers and/or stereos not allowed on campus.
- Helix Charter High School will not be responsible or liable for any lost or stolen articles and will not investigate the cause of such loss or theft without reasonable suspicion. Students choosing to bring these items to school do so at their own risk.

EXCESSIVE DISPLAYS OF AFFECTION:

Excessive displays of affection are inappropriate on school grounds or at school sponsored activities. Excessive refers to kissing, petting, and other physical demonstrations considered to be inappropriate when conducted in public.

FALSE ALARMS:

Tampering, pulling, or starting of emergency alarms will lead to disciplinary action. Additionally, student(s) responsible are liable for costs related to emergency personnel that may need to report to the school.

GAMBLING:

The use and/or possession of gambling paraphernalia is not permitted on campus at any time. This includes, but is not limited to, playing cards, dice, poker chips.

GANGS & GRAFFITI:

A gang is any group of two or more people who conspire to break the law. This includes any act of threatening or intimidating behavior or vandalism. All "tagging" is considered gang-related and an act of vandalism. Students may not be in possession of notebooks, binders, books with covers or any other items which display graffiti. In addition, students may not possess any type of marking pen (other than highlighters) or other items typically used to write graffiti unless under the direct supervision of a staff member. Students who "mad dog" or stare at other students or who flash gang signs will be considered as exhibiting intimidating behavior. Students are responsible for damage restitution.

GUESTS / OFF-CAMPUS PASSES:

Helix Charter High School has a CLOSED campus. This means that students may not leave the campus until their school day has been completed. In emergencies, parents/guardians call the attendance office and make arrangements for the students to leave early. Students who need to leave campus during the school day must obtain a permit to leave through the attendance office in advance. Students may be subject to search upon return.

Non-students are not allowed to come on campus during the school day. All visitors, regardless of the reason for being on campus, must report to the receptionist to make their presence known. Friends and siblings of Helix students are not allowed visitation on campus or in classes.

HALL PASSES:

Students in hallways are required to possess a HALL PASS. It is the student's responsibility to ask for the pass and may not leave the classroom without one in possession. A student's I.D. is required to be worn to allow students to carry hall passes.

HAZING:

Students are expected ...

- To treat all members of the school community with respect.
- To practice responsibility and honest behavior.

IDENTIFICATION BADGES (I.D. CARDS):

The student ID card is issued to all students. This card must be worn during school hours and in their possession during school sponsored events. Students must wear the card on a lanyard or attached above the waist and must be easily visible. Defacing or altering the ID card in any way will result in disciplinary action related to defiance. The ID card is required when accessing the Internet, attending school activities (including dances) and checking out library books. If an ID card needs to be replaced, students need to pay for it at the Finance Office. Replacement cards can be obtained at a cost of \$3.00. These badges have proven to be a help to improve school safety, as well as to enhance a more positive climate of mutual respect and understanding amongst students, staff, and parents/guardians.

MEDIA RELEASE PRACTICE:

Helix Charter High School highlights positive school news, events, and programs in publications, the school accountability report, with press releases and on the Helix web site. Similarly, our school publicizes news and events in our monthly newsletters and on occasion, through school video productions.

Helix's *Media Release* section of the Acknowledgment of Receipt and Understanding of Documents allows you to withhold consent for the release of your student's photo or likeness in school publications or productions such as those listed.

This includes:

- Newsletters (school and/or PTSA)
- Video productions
- Websites
- Press releases

Withholding consent in the *Media Release* section **DOES NOT** govern publication of a student's name or photo:

- In site-specific publications, such as a yearbook (video or print), school activity program, or school athletic program
- By the news media

The news media is protected by California Civil Code Section 3344 (Subsection D), which states that "use of a photograph or likeness in connection with any news, public affairs, or sports broadcast . . . shall not constitute a use for which consent is

required.”

Therefore, if you do not want your student talking to a member of the press, we suggest you instruct him/her not to comment if approached by a media representative.

OUT-OF-BOUNDS / CLOSED CAMPUS:

Designated areas/red lined boundaries are closed to students during breaks and/or lunch. Out-of-bounds areas include but are not limited to, the front of campus, parking lots, athletic fields, private property and areas surrounding the campus. Helix Charter High School has a CLOSED campus. This means that students may not leave the campus until their school day has been completed. In emergencies, parents/guardians call the attendance office and make arrangements for the students to leave early. Students who need to leave campus during the school day must obtain a permit to leave through the attendance office in advance. Students will be subject to search upon return. Non-students are not allowed to come on campus during the school day. All visitors, regardless of the reason for being on campus, must report to the receptionist to make their presence known. Friends and siblings of Helix students are not allowed visitation on campus or in classes.

RECEIVING STOLEN PROPERTY:

Students are expected to respect the property of others and not be in possession of items which do not belong to them without express permission from the owner of the items. **Students who are in possession of stolen property will face disciplinary consequences.**

SEXUAL HARASSMENT:

Students are expected to treat all members of the school community with respect.

Students may not engage in conduct constituting sexual harassment such as, but not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, including harassment for sexual orientation, severe enough to have a negative impact upon another student’s academic performance or to create an intimidating, hostile, or offensive educational environment. Any student wishing to make a complaint of sexual harassment should immediately report it to a Grade Level Principal.

Helix Charter High School is committed to making the educational environment for students free from sexual harassment. Board Policy 1312.3, 4400 prohibits sexual harassment[P.A.1] as defined in the Education code to mean unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting.

The school prohibits conduct that has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. The school further prohibits sexual harassment which conditions a student’s academic status, progress benefits, services, honors, program or activities based on submission to such contact.

Students should report any sexual harassment to their Grade Level Principal, counselor, or teacher. Students who violate this policy shall be disciplined appropriately, including suspension or possible expulsion. Incidents of sexual harassment will be recorded at the site.

Complaints must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the individual first obtained knowledge of the facts of the alleged discrimination. Investigation of alleged discrimination complaints shall be conducted in a manner that protects confidentiality of individuals and the facts. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not reflect negatively on the student who initiates the complaint nor will it affect the student’s academic standing, rights or privileges.

Sometimes harassment complaints can be settled at the school. If the complaint is not settled after mediation and/or investigation, you have the right to discuss your concerns with the Executive Director. If it is not resolved there, you may go to the Governing Board, Child Protective Services, and/or law enforcement agencies including the U.S. Office of Civil Rights, which may also investigate complaints of sexual harassment. The U.S. Office of Civil Rights may be contacted directly to file complaints. (For additional information or the complete Helix policy governing sexual harassment (BP 4400) contact: Mark Demers, Executive Director Assistant (demers@helixcharter.net; (619) 644-1940 x112).

SOCIAL NETWORKING:

Students may not use Social Networking sites while on campus or during school hours. Additionally, student’s social networking activity outside of the school day which presents a safety concern and/or a school disruption are prohibited and may result in disciplinary actions.

STUDENT PARKING:

All students must park in the back lot in an appropriate parking space. The front lot is reserved for staff and visitors only. All cars must display a parking pass issued through the receptionist. Students may not go to their vehicles during the school day unless authorization has been issued through the Grade Level Principal’s office. Reckless driving in the student parking lot will result in loss of parking privileges and/or citation by LMPD.

TARDIES:

Tardiness occurs when a student is not in his/her assigned classroom when the bell rings for a class to begin. Students who arrive late disturb the learning environment for others and hinder their own opportunities in the class. Students who are late to class will receive a disciplinary consequence. Excessive lateness will result in further disciplinary action.

TRUANCY:

Truancy occurs when a student is absent from any portion of a class or classes without a valid excuse. Truancy also occurs after repeated tardiness to a given class. Students who arrive at school missing one or more class periods will be considered truant.

TUTORIALS:

All teachers have the option of requiring attendance at tutorials. Failure to attend can result in a referral for disciplinary action. Many teachers have adopted Mandatory Tutorials for students who are not performing at grade level. Students who are on the F list MUST attend tutorials such as Tuesday and Wednesday Tutorials or other tutorials provided by specific departments.

UNSUPERVISED ACTIVITIES / GAMES / HORSEPLAY:

Any activities or games that are not supervised by an adult staff member are prohibited.

VANDALISM & GRAFFITI:

Vandalism is the intentional damage to or destruction of property. This act includes, but is not limited to, defacing or tagging, breaking or damaging any public and/or private property.

VERBAL HARASSMENT / INTIMIDATION (PUT-DOWNS, DISPARAGING REMARKS, RACIAL SLURS):

Vulgar means offensive, crude, lewd, uncultured and generally unacceptable. Certain words and gestures fit the description above and their use on campus will not be tolerated.

COMPUTER / INTERNET ETHICS:

Internet access and Electronic Mail (E-Mail) are available to students and staff at Helix Charter High School. We believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Helix Charter High School does not have control of the information on the Internet and E-Mail, although it attempts to provide prudent and available barriers through such means as internet filtering to meet the Children's Internet Protection ACT (CIPA) guidelines. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

While Helix Charter High School's intent is to make Internet access and E-Mail available to further educational goals and objectives, account users will have the ability to access other materials as well. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Individual users of Helix Charter High School computer networks are responsible for their behavior and communications over those networks as described in the Network Agreement Form/Acceptable Use Policy. It is presumed that users will comply with Helix Charter High School standards and will honor the agreements they have signed.

Network storage areas are treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on Helix Charter High School servers will be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance with information sources such as television, telephones, movies, radio, and other potentially offensive media.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. The student and their parent/guardian must understand that student access to our Network is being developed to support our educational responsibilities and mission. The specific conditions and services being offered will change from time to time.

All students accessing the Internet and/or E-Mail agree to the following:

- The use of the Helix Charter High School's Network must be consistent with the Helix Charter High School's primary goals.
- Users will not use the Helix Charter High School's Network for illegal purposes of any kind.
- Users will not use the Helix Charter High School's Network for cyberbullying, such as to transmit threatening, obscene or harassing materials.
- Users will not use the Helix Charter High School's Network to hack, interfere or disrupt network users, services or equipment.

Consequences:

Consequences for any violations may include but are not limited to: suspension of internet access; revocation of internet access; suspension of network privileges; revocation of network privileges; suspension of computer access; revocation of computer access; school suspension; school expulsion; legal action and prosecution by the authorities.

For additional information, please contact the Director of Data & IT, Brian Kick, at kick@helixcharter.net or (619) 644-1940 ext. 282.

Please view Helix Charter High School's Progressive Discipline Steps for Inappropriate Use of Technology:

Progressive Discipline Steps For Inappropriate Use of Technology

Infraction	Consequence
On-screen viewing of lewd, profane, vulgar or pornographic sites.	Loss of access for one month; probation status.
Downloading or printing of lewd, profane, vulgar or pornographic materials; hate-motivated materials; or instruction in, or encouragement of, destructive behavior.	One-day suspension; parent/guardian conference; loss of access for the remainder of the quarter or one-month minimum; probation status
The use of any School equipment to produce, send (e-mail) or publish lewd, profane, vulgar, pornographic, hate-motivated, libelous or threatening materials in print or via computers; the possession of, or bringing on to campus, any software or technological device that could disrupt the instructional process.	One-to-three day suspension; parent/guardian conference; loss of access for one term; probation status.
The intent/act of entering, from any location, into a School computer or data system or web site for any reason without authorization, or the use of unauthorized software which disrupts school activities; the altering of any computer equipment or configurations set by the School.	One to three day suspension; parent/guardian conference; loss of access for up to one calendar year; probation status; restitution; possible police contact.
The unauthorized act of entering, from any location, into a School computer or data system or web site for the purpose of altering or destroying data, or introducing into that system any virus or program that disrupts school activities.	One to five day suspension; possible expulsion recommendation; restitution; loss of access for one calendar year or more; law enforcement contact; probation status.
A violation of any of these standards by a student enrolled in a computer-based class.	Any consequence above including possible drop from the class with a failing grade.
Assisting any person in the act of any of the above infractions.	Any consequence above depending upon involvement.
*PROBATION STATUS would last through graduation. A second offense during this time would be considered a serious discipline matter and more extreme consequences would be in order.	*LOSS OF ACCESS would deny student use of any networked computer or technology available through the school, on or off campus.

SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Helix Charter High School. When the Policy is violated, it may be necessary to suspend or expel a student from general classroom instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Helix Charter High School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

A teacher who has followed Progressive Discipline methods may suspend any student from the teacher's class for any of the enumerated in section B (below), for the day of the suspension and the day following. The teachers shall immediately report the suspension to the Grade Level Principal and send the student to the Grade Level Principal for appropriate action. As soon as possible, the teacher shall contact the parent / guardian to discuss the suspension. Whenever practicable, the teacher will arrange for a conference with the student, parent / guardian and a member of the Grade Level Team (if requested by the teacher or parent / guardian). The student will not be returned to the class from which he or she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Grade Level Principal. Appropriate class work will be forwarded to the student during the suspension.

B. Enumerated Offenses ([Annual Notifications Link](#))

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director or the Grade Level Principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, the Executive Director or Grade Level Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2016, Ch. 419, Sec. 2.5. Effective January 1, 2017.)

Helix Resource Guide

The following pages provide you with some resources that staff and students find useful across many disciplines.

- **Writing and Reading Terminology at Helix**
- **Four-Part Précis**
- **Summary/Précis Sentence Starters**

- **RAVs**
- **Accountable Talk**
- **Accountable Language Stems**
- ***SQP2RS***
- **Math Formulas and Helpful Hints**
- **Highlander Exemplary Academic Behaviors**
- **4 Steps to Writing and Email to Helix Staff**
- **Digital Citizenship**

Reference List of Writing and Reading Terminology at Helix

1. **Annotations** -- Notes taken in the margins of a text. Many times these notes summarize, ask questions, make connections or predictions.
2. **C.I.E.A.R. Paragraph**
 - a. **Claim (C)** -- Typically, the first sentence of the paragraph which states the writer's main idea. AKA topic sentence/point sentence.
 - b. **Evidence (E)** -- Illustrations, concrete details, facts, data, quotes, or examples used to support the claim. Typically, there are 2 pieces of evidence per paragraph.
 - c. **Analysis (A)** -- Explanations/commentary of HOW or WHY evidence supports the claim.
 - d. **Reasoning (R)** In Science classes explain how the lab being completed relates to the scientific concept studied.
3. **DBQ (Data-Based Question)** -- An essay that is constructed by students using one's own knowledge combined with support from several provided sources.
4. **Final Draft** -- The day the final draft is due is a big day. All late papers will be accepted but will not receive full credit. The student will have needed to engage in the writing process in order for a final draft to be accepted.
5. **Formal/Academic Register** -- Academic language is strongly encouraged and expected at Helix. Formal register is used with general, academic audiences of all ages
6. **Formatting** -- Helix has universal formatting guidelines. These are available in the style manual. They include: 1" margins, double spacing, proper heading (name, teacher's name, course name, and due date), header, and Times New Roman, 12 pt. font
7. **Late Policy** -- Helix follows a specific late policy in all its English classes. Late homework can be turned in the next day for half credit. Late competencies (essays, speeches, and timed writings) cannot earn more than 70%. However, students who attend Writing Lab and have their competencies reviewed and signed by a Writing Lab Teacher may revise for a higher grade.
8. **MLA** -- Helix follows the MLA guidelines when citing. Students are given a green style manual. The style manual is available at the library for \$5 or can be referenced on-line at the Helix Charter Library's web page.
9. **Naked Numbers/Include Units with Any Number** -- When a number is put in a problem or on a paper without units, we may say that it is a "naked number." For example, "5 m*s-1 x 3 m = 15." Fifteen what? Fifteen elephants? Fifteen feet? Fifteen what? Units of measurement need to be included with the number... 15 s-1 is the answer with the correct units for this problem.
10. **Naked Quote/Put Clothes on the Quote** -- When a quote is placed in a paper without an introduction, a comment may say that it is a "naked quote," "nq," or to "put clothes on the quote." For example, Renee Milbourn, in her article, "Academic Tutors Rock!" states that, "Tutors are often an essential part to a student's success in core subject areas like math or English."
11. **Precis** -- A short, concise(4-7 sentence) summary of a text. The first sentence summarizes the overall main idea of the text. The second sentence on summarizes the main ideas of the text as they appear in chronological order. The final sentence states the author's purpose in writing the text. A precis is a great check for reading comprehension.

12. **Preliminary Draft** -- A typed draft. Students will then typically engage in self/peer revision and/or editing.
13. **Quote Attribution** -- Successful quote integrations will be attributed. See 8 above.
14. **RHA** -- Read, highlight, and annotate.
15. **Rhetorical Triangle** -- A reading strategy that helps get at the author's purpose. The reader identifies the context in which the text was written, the intended audience, the speaker/author, the topic/main idea of the text, and the genre of the text. Given all that information, the reader is then better able to identify the purpose of the text.
16. **Rubric** -- Essays and timed writings are graded using the Helix 6 Point Rubric. Depending on the grade level and course, the number of required "3's" and "4's" changes.
17. **SQP2RS** -- AKA "scooters." Students Skim/Scan, Question, Predict, Read, Respond and Summarize (precis) before, during, and after reading a text.
18. **Standards** -- There are a series of standards that students are required to meet competency on in order to receive a passing grade. Students will be required to revise work in order to meet competency for each standard.
19. **Thesis Words** -- Students are encouraged to use the following words at the beginning or in the middle of their thesis sentences: because, so that, in order to, even though, whereas, if, despite, although . . . These words guide students to answer the "why" or "how" of the prompt.
20. **Timed Writing** -- They are given a prompt (sometimes ahead of time) and are expected to write a well-developed, multi-paragraph response in 40-50 minutes.
21. **Turnitin** -- A web-based plagiarism detection software. All students must upload to Turnitin in order for the essay to be evaluated.
22. **Writing Lab** -- The Writing Lab is open Mondays through Fridays from 3-5 PM in Room 230. Students can use the computers and/or meet with the Writing Lab instructor.

Four-Part Précis

A précis is a concise summary of the main ideas contained in a text. It is an excellent indicator of comprehension. It may be as short as four sentences (although this is very difficult) but should be no more than seven. The correctly written précis must include the following four parts:

Part ONE includes:

- First and last name of author and phrase (poet, student, songwriter, rapper, author, reporter, columnist).
- Type or genre (fictional story, autobiographical essay, biography, song, poem, newspaper article) and title of work.
- A rhetorically active verb (see back list of some verbs you can use).
- A “that” or “how” clause in which the main idea is stated clearly.
- No more than one sentence.

Part TWO includes: this is the summary of the text and should be chronological

- The main supporting ideas presented in the same order as they appear in the original text.
- In your own words (paraphrased, not copied) with rhetorically active verbs.
- Transitions are used so that ideas are linked logically to each other (see back list for some transition words you can use).
- Should be between 1 and 4 sentences.

Part THREE includes:

- Last name of the author and a rhetorically active verb.
- The specific genre (fictional story, autobiographical essay, biography, song, poem, newspaper article)
- An “in order to” phrase which explains the author’s purpose and/or what the author wants the audience to do or feel as a result of reading the work.
- No more than 1 sentence.

Part FOUR includes:

- A correctly written/typed work(s) cited section

Summary/Précis Sentence Starters

Part 1: Sentence One - Who/What/Main Idea Sentence - A summary précis is a concise summary of the main ideas contained in a text. It is an excellent indicator of comprehension. It may be as short as (4) sentences (although this is very difficult) but should be no more than seven (7). The correctly written précis must include the following four parts.

_____ in the _____ , _____ ,
(author) (genre of text) (title)
_____ that _____ .
(rhetorically active verb)

Part 2: Sentence Two through Six - Main Point PARAPHRASED

First, _____

Then, _____

Next, _____

Finally, _____

Part 3: Sentence Seven - Author's Purpose/"In order to" sentence

_____ wrote the _____ , _____ ,
(author) (genre of text) (title)
in order to _____ that _____
(rhetorically active verb)

Part 4: Correctly written works cited.

Transitions

Addition	and and then then also	too next another other	in addition additionally	besides again first, second finally, last
Comparison	A similar ____	similarly comparable	in the same way likewise	
Contrast	but yet and yet still otherwise	or though but another rather	however still nevertheless on the other hand even so	at the same time otherwise instead nonetheless conversely
Time	then now soon afterward later shortly earlier	recently first second third next before after	today tomorrow meanwhile presently at last finally immediately	thereafter at that time eventually currently in the meantime in the past in the future
Purpose	to do this	so that	to this end for this purpose	for that reason because of this
Place	there here beyond	nearby next to	at that point opposite to adjacent to	on the other side in the front in the back
Result	so then	therefore accordingly	consequently thereupon	as a result in consequence
Example	that is specifically in particular	for example for instance	an instance of this this can be seen in	for one thing
Summary and Emphasis	in sum generally after all by the way in general	naturally at least it seems in brief incidentally	in short in other words in fact clearly of course anyway	remarkably definitely without doubt in any event importantly certainly

RAVS (Rhetorically Active Verbs describe what the author is doing)

*Advises / Advocates / Argues / Asks / Acknowledges/ Analyzes / Asserts
Claims / Compares / Contrasts / Counters / Criticizes / Declares /Defines/
Describes / Distinguishes / Discusses / Emphasizes / Explains / Highlights/
Hypothesizes/ Illustrates / Notes / Notes that / Points out that / Questions /
Restates / Shares / Shows that / Suggests / Tells*

Features of Accountable Talk

- **Accountability to the Learning Community, involves:**
 - **Careful listening to each other**
 - **Using and building on each other's ideas**
 - **Paraphrasing and seeking clarification**
 - **Respectful disagreement**
 - **A commitment to the conversation and to developing the group's understanding**
- **Accountability to Accurate Knowledge, involves:**
 - **Being as specific and accurate as possible**
 - **Resisting the urge to say "anything that comes to mind"**
 - **Getting the facts straight**
 - **Challenging questions that demand evidence for claims**
- **Accountability to Rigorous Thinking, involves:**
 - **Building arguments**
 - **Linking claims and evidence (facts) in logical ways**
 - **Working to make clear statements**
 - **Checking the quality of claims and arguments**

Accountable Language Stems

Agreement

- “I agree with _____ because _____.”
- “I like what _____ said because _____.”
- “I agree with _____; but on the other hand, _____.”
- “I can connect/relate to that because _____.”

Disagreement

- “I disagree with _____ because _____.”
- “I’m not sure I agree with what _____ said because _____.”
- “I can see that _____; however, I disagree with (or can’t see) _____.”
- “Couldn’t it also be that _____.”
- “I respectfully disagree with what _____ said because _____.”

Clarifications

- “Could you please repeat that for me?”
- “So what you’re saying is _____.”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “A question I have is _____.”
- “I’m not sure I understood you when you said _____. Could you say more about that?”
- “What’s your evidence?”
- “How does that support our work/mission at _____?”

Confirmation

- “I think _____.”
- I believe _____.”

Confusion

- “I don’t understand _____.”
- “I am confused about _____.”
- “I don’t know what you mean by _____.”

Extension

- “I was thinking about what _____ said, and I was wondering what if _____.”
- “I want to add to what _____ said about _____.”
- “This makes me think _____.”
- “I want to know more about _____.”
- “Now I am wondering _____.”
- “Can you tell me more about _____?”

Review

- “I want to go back to what _____ said.”

Good Readers Use...SQP2RS

Skim/Scan

(Get the general idea/Look for specific info.)

- Look at the title, headings and subheadings
- *Italicized* or **bold** words, and captions
- Charts, graphs, pictures, maps, and other visuals
- Dates, names and places
- Read the beginning and the end of the text
- Find new terms/define them
- Know what you are looking for
- Concentrate on finding specific answers
- Do not read every word! Move quickly across, down, or diagonally 

You already do this:

- When looking at a magazine cover, you check out the pictures, titles, subtitles, keywords, and dates to see if you are interested in reading more.
- When looking for a song on your iPod, you scroll down and “zero in” on the specific title or artist you particularly want to find.

Question

(What is the text about?)

After Skimming/Scanning

- Create a list of questions that you would like answered while reading.
- What do you think the main topics will be?
- What connections do you already have with the topic?
- Does the title give you any clue about what question the text may answer?

You already do this:

- When ordering something new at the taco shop, you see a picture of the dish, but may have to question “what’s in it?” before deciding whether or not you want to order that meal.

Predict

(What will you read? What will you learn?)

As you read, ask:

- What happens?
- What might these words mean?
- What’s next?
- I think... I’ll bet... In the next part...
- Write down predictions in the margins, then CHANGE your predictions and/or make new ones as you move through the text.

You already do this:

- When watching a mystery on TV, you start thinking, “I’ll bet this person did it!” You continue to watch and gather more clues. Maybe you change your mind and think, “No, wait! I think it’s this person now!”
- Reading is the same: make a prediction; read; go back and change predictions; read- a bit more...

Read and Respond

Read the text and respond.

Read

- Highlight, underline, annotate, and use sticky notes as you read the text
- Search for key words, main ideas and answer your questions

Respond

- Try to answer the questions that you wrote down at the beginning.
- Test your predictions.
- Write down your initial reactions.

Summarize

Put the main points in your OWN WORDS.

- Recite/say main ideas out loud to yourself to check for understanding and to help your memory.
- In your own words, list or write the most important idea(s) from the text.
- Write a précis for a concise summary of the entire text.

Special Products

$$a^2 - b^2 = (a + b)(a - b)$$

$$a^2 \pm 2ab + b^2 = (a \pm b)^2$$

$$a^3 + b^3 = (a + b)(a^2 - ab + b^2)$$

$$a^3 - b^3 = (a - b)(a^2 + ab + b^2)$$

Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Arithmetic Sequences

$$a_n = a_1 + d(n - 1)$$

$$S_n = \frac{n}{2}(a_1 + a_n)$$

Geometric Sequences

$$a_n = a_1 \cdot r^{n-1}$$

$$S_n = \frac{a_1(1 - r^n)}{1 - r}$$

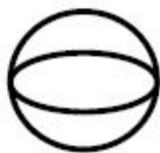
$$S_\infty = \frac{a_1}{1 - r}$$

Pythagorean Theorem



$$a^2 + b^2 = c^2$$

Sphere



$$A = 4\pi r^2$$

$$V = \frac{4}{3}\pi r^3$$

Point-Slope Equation of a line

$$y - y_1 = m(x - x_1)$$

Vertex Form of a Parabola

$$y = a(x - h)^2 + k$$

Pythagorean Identities

$$\sin^2 x + \cos^2 x = 1$$

$$\tan^2 x + 1 = \sec^2 x$$

$$1 + \cot^2 x = \csc^2 x$$

Sum and Difference Identities

$$\sin(u + v) = \sin u \cos v + \sin v \cos u$$

$$\sin(u - v) = \sin u \cos v - \sin v \cos u$$

$$\cos(u + v) = \cos u \cos v - \sin u \sin v$$

$$\cos(u - v) = \cos u \cos v + \sin u \sin v$$

$$\tan(u + v) = \frac{\tan u + \tan v}{1 - \tan u \tan v}$$

$$\tan(u - v) = \frac{\tan u - \tan v}{1 + \tan u \tan v}$$

Double Angle Identities

$$\sin 2u = 2 \sin u \cos u$$

$$\cos 2u = \cos^2 u - \sin^2 u$$

$$\tan 2u = \frac{2 \tan u}{1 - \tan^2 u}$$

Law of Sines

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

Law of Cosines

$$a^2 = b^2 + c^2 - 2bc \cdot \cos A$$

$$b^2 = a^2 + c^2 - 2ac \cdot \cos B$$

$$c^2 = a^2 + b^2 - 2ab \cdot \cos C$$

Highlander Exemplary Academic Behaviors

How to Succeed at Helix:

1. Ask questions when you need help.

Remember your resources: Teachers, Academic Coaches, Grade Level Team

2. Be prepared for school every day.

Pens, Pencils, Backpack, Binders, Papers

3. Keep up to date on current work and following through on past work.

Prepare for upcoming tests, complete late work, and always retake tests if you can!

4. Be organized.

Backpack, Binder, Planner, Calendar

5. Set a SMART goal each week.

Remember each daily effort can get you one step closer to completing your goal.

6. Get involved on campus.

There are many different sports, clubs, ASPIRE programs and opportunities to grow.

7. Keep a positive attitude and develop self-confidence

Optimism is the faith that leads to achievement.

8. Take responsibility for your efforts, and hold yourself accountable.

Remember it takes Time, Desire, & Effort to create change.

9. Make responsible choices with your technology.

Academic, Appropriate, and with Permission when in class.

Developed by Academic Coaches 2016

4 Steps to Writing an Email to an Academic Coach, Adviser, Counselor, Grade Level Principal or Teacher,

Subject: Question from Scottie Dawg

Message:

Dear Mrs. Helix,

1.
Address your teacher formally. Even though email is generally informal, you want to communicate respect. For example, begin with, "Dear Mr/Ms ____"

I have a question about the project you assigned today during Chemistry. The handout says that we need to find five academic journals to use as sources.
Do those journals need to be in print, or will online journals also count?

2.
Begin your email with a description of who you are. Provide your full name, as well as the name and period of the class about which you are writing.

3.
Insert a polite request. Write something like, "I would very much appreciate your input concerning a matter pertaining to my grade in your class."

Any guidance you can give me will be greatly appreciated.

Thank you,
Scottie Dawg

4.
Add a closing, similar to what you would use in a letter, such as "Sincerely, (your first and last name)."

Digital Citizenship

Helix Charter High School is committed to equipping its students with the skills necessary to be constructive thinkers, effective communicators, informed decision-makers, and responsible producers of information, in both on- and off-line environments. Helix students will practice appropriate use of technology, learning to think critically, behave safely, and participate responsibly in regards to technology.

Helix Charter High School expects that all students will:

Stay safe

- ✓ I will not give out private or financial information without my family's permission.
- ✓ I will read the privacy policies of social network sites or apps I want to use, and will pay attention to the types of information these companies can collect about me.
- ✓ I know that I have a choice about the kinds of relationships I have online. I will stop talking to anyone who makes me feel pressured, uncomfortable, or unsafe, or who acts inappropriately toward me.

Think first

- ✓ I will model kind behavior online. I will not bully, humiliate, or upset anyone online or with my phone, and I will stand up to those who do.
- ✓ I know that the things I post can be saved and shared without my knowledge. I will not post anything online that I would not want my family, teachers, college admissions officers, or future employers to see.
- ✓ When I use, reference, or share someone else's creative work, I will give proper credit to the author or artist.
- ✓ I know that not everything I read, hear, or see online is true. I will consider whether a source is credible and will do my best to produce information that is thoughtful and honest.

Helix High School
A California Charter School

Board Policy: 6146.1

Program of Study and Graduation Policy

Approved: August 17, 1999, Revised: May 19, 2003, Revised: May 16, 2005, Revised: May 30, 2007 (May 30 revision takes effect with Class Key 2007). Revised: April 12, 2010, Revised May 17, 2010; April 18, 2011; June 6, 2011; June 10, 2013. REVISED: February 10, 2014; REVISED June 8, 2015; First Reading of edits May 16, 2016. Approval June 6, 2016. **Revised June 5, 2017**; First reading of edits December 18 2017. **Revised January 22, 2018**. First Reading of edits September 17, 2018. **Revised October 15, 2018**. First reading of edits December 17, 2018; **Revised January 28, 2019**.

Vision for All Students

Helix is a college preparatory charter high school dedicated to supporting each student in the attainment of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility that will prepare the student for success in adult life, college, and career. Helix will provide the academic background and experience that will prepare students to perform successfully in college without remediation. All Helix graduates will be prepared to enter college either right after high school or later in life if the need arises.

All students will enjoy a range of educational choices developed to give them flexibility in designing a personal program of study. The following pages provide guidelines for development of and requirements for designing a program of study. Student needs and interests vary, so the time students take to complete their program of study will vary. Some students may need more time to complete the graduation process, and others may need less.

Each student's program of study has two equally important components that are intended to help graduates enter adulthood well-prepared. One component is for all students to acquire the background and preparation necessary for them to enter college upon graduation. The other component is for all students to do some exploration of potential career fields while attending Helix.

Graduation Process

Students who are beginning high school enter a program of study focusing on student demonstration of literacy and numeracy. Additionally, every student will develop a statement of educational purpose that will reveal personal responsibility and determination for his or her own educational direction. Requirements may be accomplished by course completion or demonstration of competency.

As students move into their junior year of studies, they will further develop student literacy and numeracy in depth and breadth. Every student will also complete a Senior Project. Completion of graduation requirements will typically take place at the end of the fourth year at Helix. Some

students may need more time and others may need less. Any student completing all requirements is entitled to graduate from Helix Charter High School.

Graduation Ceremonies

1. Helix Charter High School shall recognize regular high school graduation through the awarding of diplomas signifying the completion of high school graduation requirements as specified in this policy (or in policy BP 6146.1). No student shall receive a diploma from Helix Charter High School or participate in official graduation exercises until all graduation requirements have been met.
2. Students shall not be eligible to receive diploma or participate in graduation exercises if debts related to lost or damaged textbooks, media materials, classroom instructional materials, school property or equipment, athletic uniforms remain unpaid. However, no students shall be excluded from graduation exercises because of poverty or inability to pay. Students should contact the Grade Level Principal to develop an appropriate plan or payment for fees owed.
3. If a student is under suspension during the last month school is in session of his/her final semester before qualifying for graduation, he/she may not participate in nor attend graduation activities.
4. The graduation Rehearsal and Ceremony are both school-related activities and students are expected to adhere to the student code-of-conduct outlined in the Helix Charter High School Student Handbook. It is the expectation of the school that the graduation experience is dignified and memorable. Diplomas will not be issued to students who violate the school code of conduct or display any inappropriate behavior.

Course or Competency Requirements:

UC/CSU Course (A-G Subjects) Requirements:

- History/Social Science (“a”) Two years, 2 Semesters World History or European History; 2 Semesters United States History
- English (“b”) Four years, 8 Semesters
- Math (“c”) Three years, 6 Semesters Including Completion of Geometry and Alg II-2
- Science (“d”) Two years, 2 Semesters of Biology; 2 Semesters of Physical Science (Physics or Chemistry)
- Language other than English (“e”) Two years of the same language other than English or equivalent to the school-level of high school instruction
- Visual and performing arts (“f”) One year chosen from dance, drama/theatre, music or visual art
- College-preparatory elective (“g”) One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.
- Political Science 1 Semester
- Economics 1 Semester

Additional Requirements:

- PE 4 Semesters
- Technology 1 Semester
- Senior Project
- Community Service 40 hours
- Post Secondary Testing – requirement may be met by one of the following tests taken at any time within high school enrollment (SAT, PSAT, ACT, Mock Testing, or ASVAB).

College Level Experience

Beginning with the graduating class of 2019, all Helix graduates must have completed a minimum of the equivalent of one three unit college course. This requirement may be met in a number of ways, including:

1. Passing a college course during concurrent enrollment at a college or university with a grade of “C” or better.
2. Passing a college course taught on the Helix campus with a grade of “C” or better.
3. Passing a Helix course that is articulated with and meets the requirements of the Grossmont/Cuyamaca Community College District with a “B” or better.
4. Passing an Advanced Placement (AP) examination with a “3” or better.

Senior Project

All Seniors will...

- Produce, prepare, have approved and perform a project that is substantially challenging and requires a development in themselves of new understandings and skills.
- Provide a portfolio documenting the process of the project.
- Prepare and deliver an 8-11 minute presentation to a board consisting of Helix staff and community members.

Total minimum credits needed for graduation equal 220.

Diploma-bound Students in Special Education

Opting for a Helix Charter High School diploma may meet these requirements through one of the following:

1. General Education course completion and/or General Education course completion with modifications.
2. General Education course completion, and/or General Education course completion with modifications, and/or Special Education course completion as long as one of the following minimum competency levels are met for both English-Language Arts and Mathematics.
 - a) English-Language Arts Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
English 2C, 4C, 6C, 8C (or equivalent)

- ii. EAP score of “Exempt” or “Conditionally Exempt”
- b) Mathematics Minimum Competency:
 - i. A non-modified grade of “C” or better through any of the following:
 - Algebra 1C-2, Geometry 1C-2, Algebra 2C-2
 - ii. EAP score of “Exempt” or “Conditionally Exempt”

Certificate-bound Students in Special Education

Opting for a Helix Charter High School Certificate of Completion must complete 220 credits in General Education and/or Special Education courses.

Graduation Requirements – Addendum May 17, 2010

Per AB 167 and BP 5125, students in Transition who are placed through foster care and enroll at Helix while they are in 11th or 12th grade year will be exempt from graduation requirements that are in addition to statewide coursework requirements, unless it is determined that the student is reasonably able to complete the additional coursework in time to graduate from high school while he or she remains eligible for foster care benefits.

The admitting administrator and counselor shall communicate with the student, and as appropriate, the person holding the right to make educational decisions for the pupil, to:

- 1) Notify them when an exemption has been granted,
- 2) Inform them if any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary institution, and
- 3) Provide information about transfer opportunities available through the California Community Colleges.

Appendix D



Accrediting Commission for Schools Western Association of Schools and Colleges

April 16, 2019

Mr. Kevin Osborn
Executive Director
Helix Charter High School
7323 University Avenue
La Mesa, CA 91941

Dear Mr. Osborn:

Based on the ACS WASC mid-cycle review, it has been determined that Helix Charter High School (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Helix Charter High School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2022.

Accreditation status is conditioned upon Helix Charter High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Helix Charter High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Barry R. Groves, Ed.D.
President

cc: Visiting Committee Chairperson
Superintendent

Barry R. Groves, President | **Marilyn S. George, Executive Vice President**

ACS WASC | **Main Office:** 533 Airport Boulevard, Suite 200, Burlingame, CA 94010 | mail@acswasc.org | (650) 696-1060
Southern Office: 11590 West Bernardo Court, Suite 120, San Diego, CA 92127 | mailsocial@acswasc.org | (951) 693-2550

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Helix Charter High School

**7323 University Avenue
La Mesa, CA 91942**

Grossmont Union High School District

February 22, 2016 - February 24, 2016

Visiting Committee Members

S. Shawn Bell, Chairperson
Director of Personnel, Oro Grande School District

Phillip Gedeon
Director, Synergy Quantum Academy

Kevin Kung
Teacher, Palisades Charter High School

Dr. Dilmit Singh
CAO, Granada Hills Charter High School

Dana Edlis
Specialist, Los Angeles Unified School District

Dr. Joseph Ntung
Principal, New Designs Charter School - Watts

Christine Feher
Principal, California Pacific Charter Schools

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and program improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

Helix Charter High School serves a diverse population of approximately 2445 students (according to 2015 CBEDS data) drawn from within the Lemon Grove - La Mesa boundaries and from the surrounding San Diego County, as more than 41% of students come from outside of the attendance area through the lottery process. Students come from a range of ethnic and socioeconomic backgrounds, professional and working class families, affluence and poverty. The percentage of low SES students has increased nearly ten percent since the last accreditation.

The racial and ethnic diversity of the student body remains a strength of Helix. The lottery enrollment has increased to 41% of the total student population, the percentage of Hispanic/Latino students has continued to grow, from 30.8% in 2010 to 46.12% currently, and the white population has continued to decrease, from 34.7% to 18.3%. African American student population has shown a slight decrease, from 21.1% to 18.4%, and the percentage of Asian students has decreased slightly to 4.6% of the student population.

Helix continues to be a targeted assistance Title I school, and is currently in the third year of Program Improvement. Approximately 62% of the student body is classified as low SES, up from 43.3 in 2010.

Student Demographics: Percentage of Total Population

Year	Total enrollment	Hispanic Latino	White not Hispanic	African American	Asian	Two or More Races	SWD	ELL	Low SES
2014-15	2445	46.2	18.3	18.4	4.6	9.0		5.9	62.2
2013-14	2499	46.1	19.4	17.7	4.2	9.2	10	5.4	53.0
2012-13	2440	43.7	20.7	17.5	4.9	9.6		2.5	52.9
2011-12	2463	42.3	21.1	17.9	5	9.5		2.9	47.9
2010-11	2364	39.4	24.9	18.8	5.2	7.6		not cert.	56.8
2009-10	2337	30.8	34.7	21.1	5	8.9		4.3	43.3
Percent Change	+4.6	+15.4	-16.4	-2.7	-0.4	+1		+1.6	+18.9

Certificated Staff by Ethnicity

Year	Hispanic	Asian Not Hispanic	White not Hispanic	No Response	Total
2014-15	5	2	77	7	91
2013-14	5	2	78	8	88
2012-13	5	2	78	2	87
2011-12	5	3	80	1	88
2009-10	7	5	101	no data	121

The lack of ethnic diversity among staff continues to be an area of concern, and the Strategic Design Plan has recognized the critical need to recruit faculty members that are more representative of the student population. Due to budget cuts since the last WASC report, they have done very little hiring until this school year. The data shows that the total certificated staff has decreased since 2009-10 and the ethnic distribution has remained essentially the same at 84% White not Hispanic.

API Overall and in each sup-group

API	2009	2010	2011	2012	2013	2014	Change 2009-12
School	749	795	786	805	804	No Data	+ 55
African-American	728	752	734	768	752	ND	+26
Hispanic	738	774	772	791	787	ND	+49
White	820	851	845	849	853	ND	+33
Econ. Disadv.	743	768	756	780	779	ND	+36
ELLs*	700	687	749	688	672	ND	-28
SWD	558	580	581	571	558	ND	---

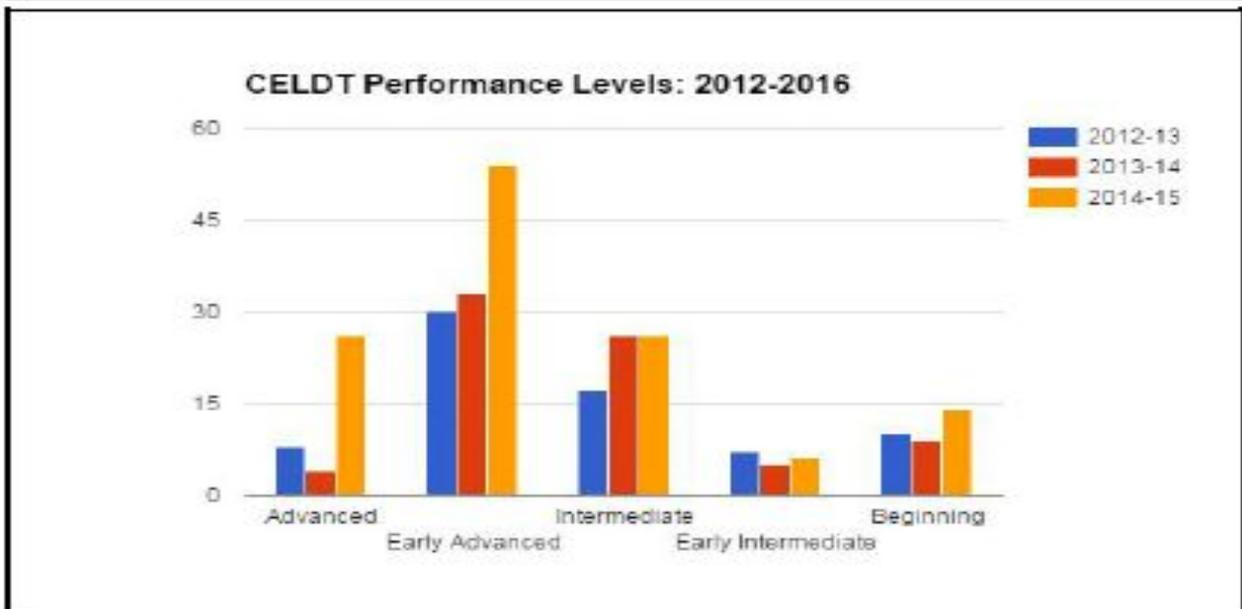
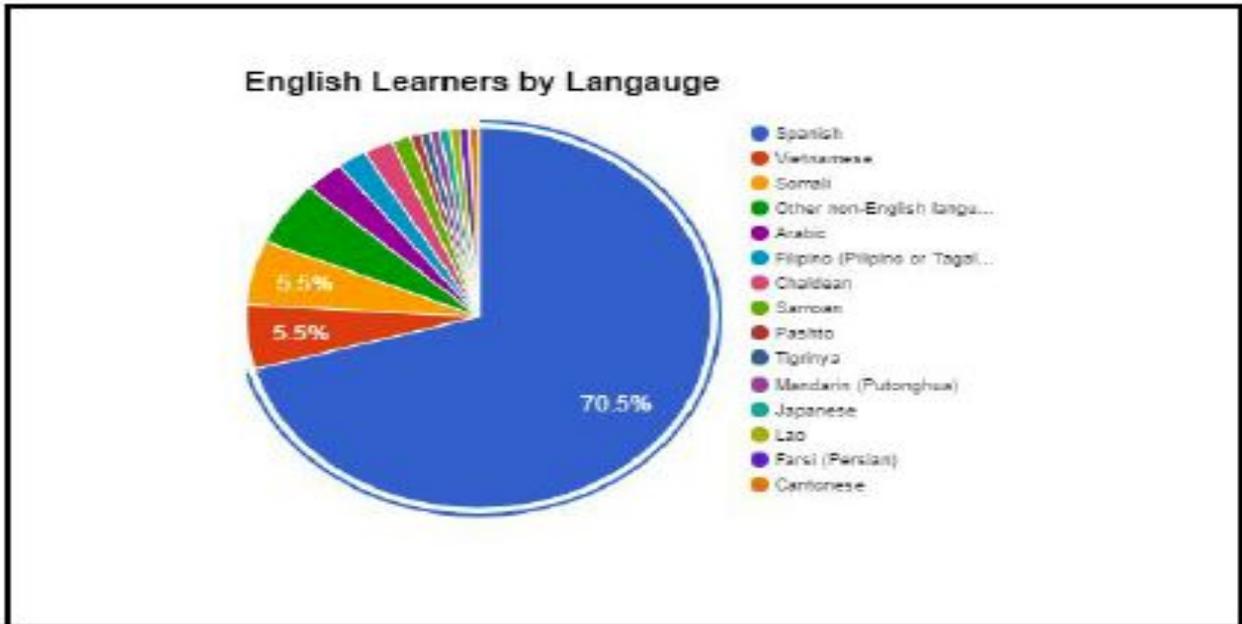
The student achievement data reflects the suspension of CST results and API scores following the 2012-13 school year. The school reports that the document was completed prior to receiving SBAC test results for all areas regarding the class of 2016. The above data has been referenced as a tool to develop course availability for students.

The Helix EL population is not considered a “significant subgroup” for API/AYP purposes. The lack of growth with both EL and SWD populations has been a recent area of concern. The school cites several recent interventions, including restructuring special education support services.

Helix has increased inclusive support in college preparatory classes, as well as providing more tutorial support through study skills classes. Each grade has a designated, credentialed special education teacher and paraprofessional team to provide support for core curricular areas with

specific focus on numeracy and literacy.

The school states that the EL program has undergone significant analysis and intervention as they have stabilized staffing, provided training opportunities for EL and Sheltered teachers, purchased textbooks and materials, and redesigned the curriculum, creating more cohesion from level to level.

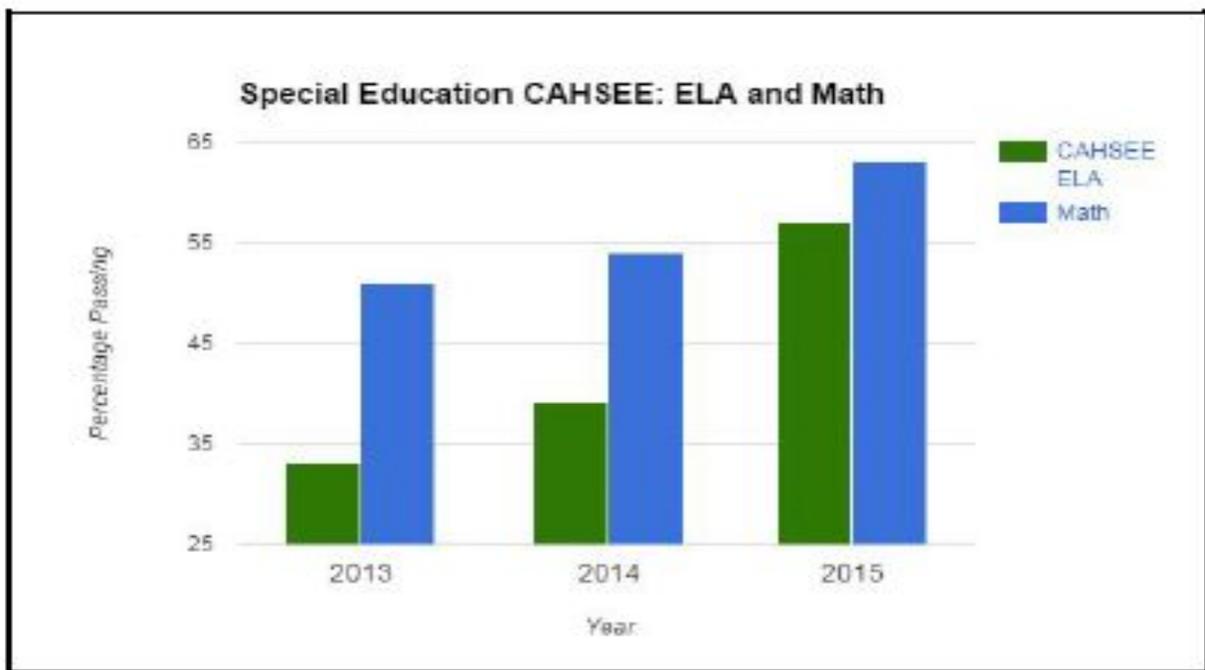


YEAR	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Total
2012-13	8	30	17	7	10	72
2013-14	4	33	26	5	9	77
2014-15	26	54	26	6	14	126

As the chart and graph above show, since the 2012-13 school year, the English Learner population has increased by 42%, or 54 students, and several students have moved from Early Intermediate and Intermediate to Early Advanced and Advanced. Helix cites better assessment and identification by the Grade Level Teams and the ESL Coordinator as the reason for the growth.

The guidance department has reviewed cumulative records and assessed more students recently to appropriately identify English Language Learners. There is a continual influx of beginning level students into the program.

Special Education: CAHSEE Results 2013-15



Special Education mainstream with support and increased inclusive delivery have reflected the upward trend in both ELA and math performance by Students with Disabilities. The anecdotal evidence in support of the changes has been positive. The CAHSEE performance illustrated above affirms our impressions. Evaluation and adjustment to the delivery model for M/M special education students is ongoing.

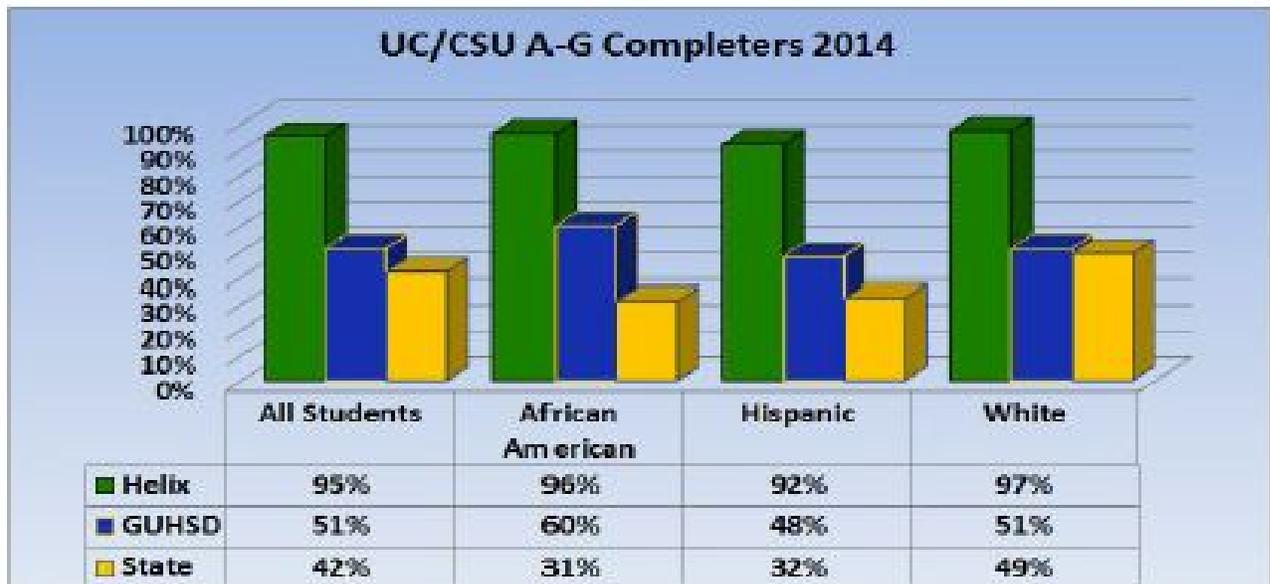
Helix: API Similar Schools Rank

API Rankings	2010	2011	2012	2013	2014
API State Rank	8	7	8	8	ND
API Similar Schools Rank	10	10	8	7	ND

Despite gains in the overall API, Helix similar schools ranking dropped over the last two years of API rankings. Lack of growth in Students with Disabilities sub group has been cited by the school as relevant to the drop.

Graduation rate and A-G completions

Year	# of Graduates	Graduation Rate	% A-G Completion	Special Ed graduates	A-G completion # SPED	A-G completion % SPED
2014	475	90.1	91.8	23		
2013	461	90.5	90.9	30		
2012	469	90.3	89.6	23	3	12
2011	477	90.1	85.7	30	6	24
2010	436	84.8	72.2	47		
2009	458	N/A	69.2	ND		



Helix implemented the new graduation requirements beginning with the class of 2011. The percentage of students meeting the A-G requirements has increased, while the overall graduation rate continues to lead the district. Special Education instruction delivery has been redesigned to address a need for greater access to A-G requirements to meet the needs of this subgroup.

Smarter Balanced test results have not been analyzed thoroughly. Scores provide a baseline for Helix. The School remains very concerned about the number of students who have not met the standards in ELA, mathematics and science. The scores of Students with Disabilities relative to the scores of students with no reported disabilities is an area of concern.

Results demonstrate the impact of socioeconomic status and ethnicity on academic achievement. 65% of students either exceeded or met the standard on the Smarter Balanced ELA exam. Only 56% of students classified as economically disadvantaged exceeded or met the standard. 73% of students with no economic disadvantage met or exceeded the standard.

Percent Standard Met and Exceeded

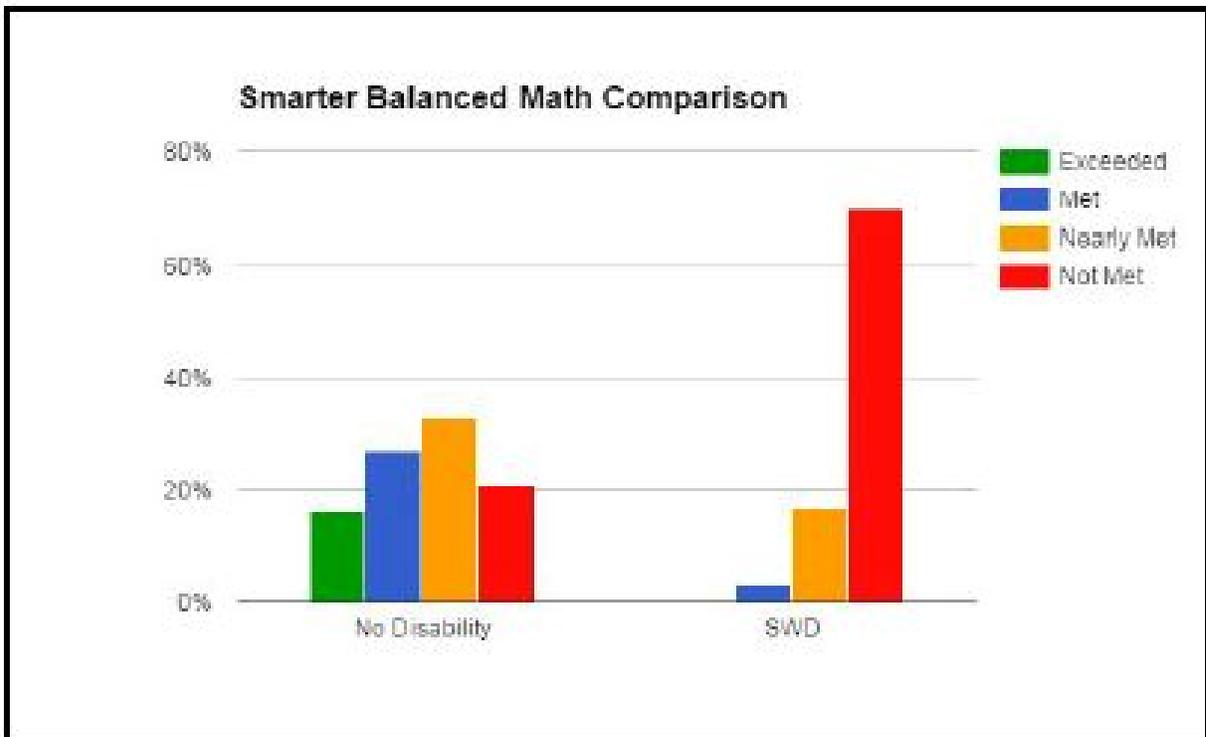
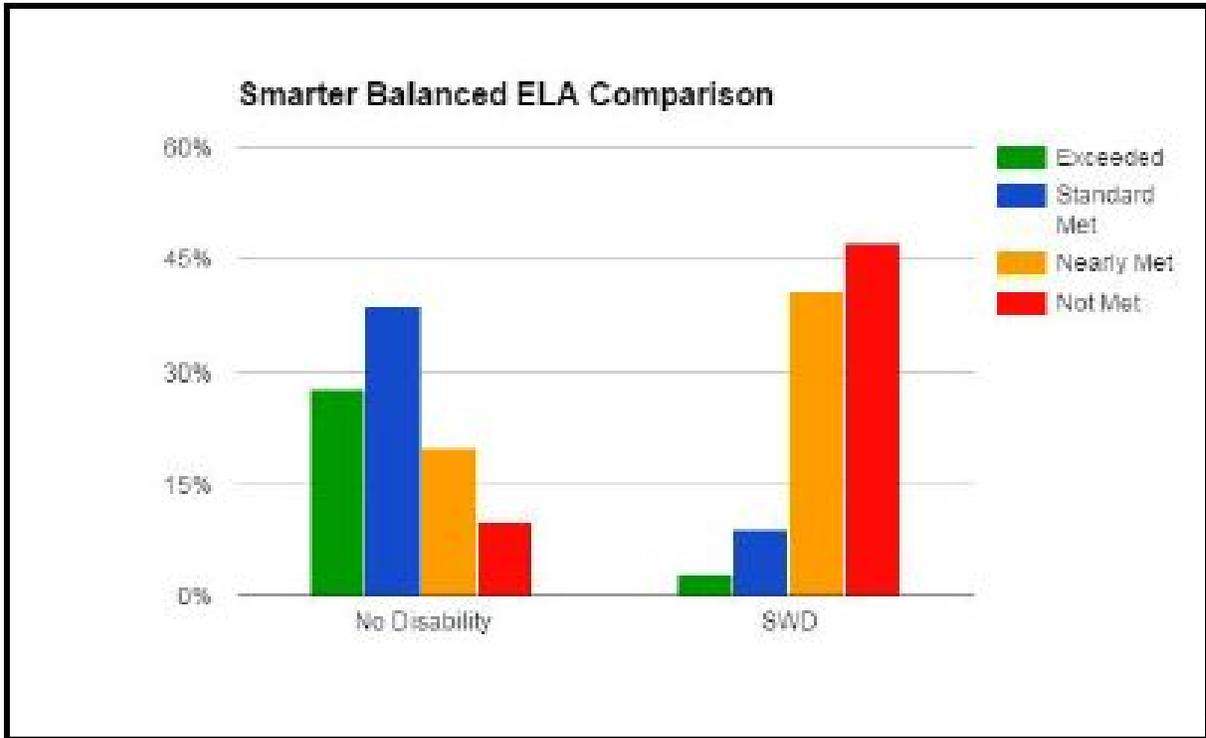
Subject	Helix Charter	Grossmont District	San Diego County	California
English-Language Arts	65%	55%	60%	56%
Mathematics	42%	32%	35%	29%
Science (CAASPP)	59%	51%	57%	53%

Helix Smarter Balanced (CASSPP) Results Spring 2015

Smarter Balanced	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
English Language Arts/Literacy	27%	38%	22%	13%
Mathematics	16%	26%	33%	25%
Science (CAASPP)	25 (Advanced)	34 Proficient	32 Basic	6 and 3 BB and FBB

Helix Smarter Balanced Mean Scale Score Comparison

Student Population	ELA Mean Scaled Score	Math Mean Scaled Score
All Students	2612.9	2609.5
No Disability Reported	2621.1	2617.5
Students with Disabilities	2497.3	2474.3



Smarter Balanced ELA Score Distribution by Sub-group

Subgroup	Mean Scaled Score	Percent Exceed Standard	Percent Met Standard	Total Percent Exceeded/Met
All	2612.9	27	38	65
No Disability	2621.1	28	39	67
SWD's	2497.3	3	9	12
Econ. Dis.	2598.0	23	33	56
Not Econ. Dis.	2633.0	30	43	73
English Learners	2515.8	18	35	53
African American	2570.0	11	32	43
Asian	2664	58	25	83
Hispanic/ Latino	2601	20	40	60
White	2654	45	33	78
Two or more races	2612	20	51	71

The above charts are used to demonstrate the disaggregation of ELA data by subgroup. The data was not used during the analysis of school performance for this report due to late delivery to the school. Data appears to be in line with historical CST results. SBAC results in ELA are better than previous CST results. School curricular alignment with SBAC is cited as a possible reason for the increase.

Due to the two year state moratorium on testing analysis of student achievement data involved historical data from CST exams, current SAT, ACT, AP results, as well as EAP exams of college readiness for the CSU system.

The math program has demonstrated significant gains since the previous self-study. Curricular course and schedule restructuring now provide access to algebra primarily for ninth grade students for a full year made possible by the quarter system which is actually a double dose of algebra curriculum in one year. Algebra II has been moved to follow algebra I. Geometry has been moved to the Junior year.

Critical analysis of historical and current test result data denotes that approximately 50% of students do not graduate college ready by standard measures of academic testing. Helix agrees that challenges remain.

California High School Exit Exam: English Language Arts 2008-2015**All Students**

Year (Class)	Number Tested	Mean Scaled Score	Number Passed	Percent Passed	Not Passed	Percent Not Passed
15 (2017)	623	N/A	581	93	42	7
14 (2016)	599	N/A	514	86	85	14
13 (2015)	603	N/A	523	87	80	13
12 (2014)	591	N/A	544	92	47	8
11 (2013)	545	394	490	90	55	10
10 (2012)	566	391	513	91	53	9
09 (2011)	540	396	487	90	53	10
08 (2010)	522	387	439	84	83	16

Special Education Students

Year (Class)	Number Tested	Mean Scaled Score	Number Passed	Percent Passed	Not Passed	Percent Not Passed
15 (2017)	35	N/A	20	57	15	43
14 (2016)	49	N/A	19	39	30	61
13 (2015)	42	N/A	14	33	28	66
12 (2014)	39	N/A	20	51	19	49
11 (2013)	39	351	17	44	22	56
10 (2012)	40	348	16	40	24	60

California High School Exit Exam: Mathematics 2008-2015**All Students**

Year (Class)	Number Tested	Mean Scaled Score	Number Passed	Percent Passed	Not Passed	Percent Not Passed
15 (2017)	628	N/A	592	94	36	6
14 (2016)	597	N/A	549	92	48	8
13 (2015)	602	N/A	559	93	43	7
12 (2014)	590	N/A	555	94	35	6
11 (2013)	541	396	509	94	32	6
10 (2012)	567	393	518	91	49	9
09 (2011)	541	394	497	92	44	8
08 (2010)	516	388	441	85	75	15

Special Education Students

Year (Class)	Number Tested	Mean Scaled Score	Number Passed	Percent Passed	Not Passed	Percent Not Passed
15 (2017)	41	N/A	28	68	15	37
14 (2016)	48	N/A	26	54	22	46
13 (2015)	42	N/A	23	51	28	49
12 (2014)	40	N/A	22	55	18	48
11 (2013)	40	355	21	53	19	48
10 (2012)	41	347	17	41	24	59

The final year of CAHSEE results, 2015, showed strong progress overall with math at 94% passing, and ELA reversing a two year downward trend with a 6% gain. The Special Education students made significant gains in percentage passing, a 9% increase in math and an 18% increase in ELA. 2013 CST Test results provided the basis for Helix data analysis for this self study. Helix scores in all areas and overall API of 805 demonstrate that approximately 50% of students are performing at or above the standards in literacy and mathematics. 50% of students are scoring below standard.

Scores in English have remained relatively flat since 2009-10, with the exception of ninth grade English in 2013, the last year of STAR testing. The Helix English department purposefully maintained its focus on literacy, research, and writing, more intentionally aligning with the requirements for UC/CSU proficiency and the EAP exam than with the STAR test.

English 9

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
14	ND	ND	ND	ND	ND	ND	ND
13	615	94.5	368.0	N/A	66	N/A	12
12	613	94.2	363.7	N/A	59	N/A	13
11	610	94.6	360.4	356	59	90	15
10	572	95.3	363.1	372	65	67	11
09	609	98.4	358.3	342	56	90	15
08	625	98.0	365.6	389	64	71	12
07	661	97.3	346.0	322	49	157	24
06	705	97.6	348.3	346	50	154	22

English 10

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
14	ND	ND	ND	ND	ND	ND	ND
13	584	94.2	351.6	N/A	52	N/A	15
12	585	95.7	352.2	N/A	54	N/A	17
11	596	95.5	350.1	281	49	96	16
10	589	98.0	352.7	317	54	102	17
09	579	97.8	351.7	308	58	103	17
08	532	99.1	347.2	256	48	112	21
07	569	97.4	340.1	236	42	148	26
06	535	96.6	345.5	253	47	123	23

English 11

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
14	ND	ND	ND	ND	ND	ND	ND
13	538	95.1	351.4	N/A	52	N/A	16
12	520	95.4	347.9	N/A	49	N/A	19
11	526	93.3	352.7	271	52	91	18
10	545	97.3	351.7	280	51	104	19
09	507	95.3	341.4	225	44	133	27
08	567	97.4	338.8	229	41	141	26
07	522	93.9	339.8	238	46	145	28
06	531	97.6	340.8	237	45	149	28

Helix math scores show significant improvement over the last several years. Helix has reorganized the math sequence, rewritten the math curriculum, and provides four quarters of algebra 1 for ninth grade students.

Grade 9: Algebra I

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
13	556	85.4	397.9	N/A	75		9
12	557	85.6	389.4	N/A	73	N/A	13
11	561	87.0	376.8	379	68	88	15
10	512	85.3	384.4	367	72	49	9
09	581	93.9	369.5	359	62	120	20
08	565	88.6	349.8	290	52	123	21
07	575	84.7	304.5	112	19	295	52
06	575	79.6	320.8	172	30	225	40

Grade 10: Geometry

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
13	143	23	353.3	NA	54	NA	14
12	92	15.1 %	367.2	60	65	5	5
11	150	25.2	354.0	83	55	14	9
10	128	21.3	362.3	74	58	10	8
09	268	45.3	330.1	102	38	102	38
08	289	53.8	300.2	42	14	165	58
07	349	59.8	298.1	51	15	193	55
06	370	66.8	297.1	50	13	215	58

Grade 11 Geometry 1

Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	# BB/FBB	%BB/FBB
13	279	49.3	306.7	ND	17	ND	49
12	242	44.4	303.4	36	15	114	47
11	247	43.8	305.4	44	18	111	45
10	169	30.2	308.8	27	16	71	42
09	141	26.5	264.9	3	2	127	91
08	88	15.1	266.0	2	2	76	90
07	99	17.8	279.9	6	6	68	69
06	96	17.6	274.6	1	1	73	76

Grade 11: Algebra II

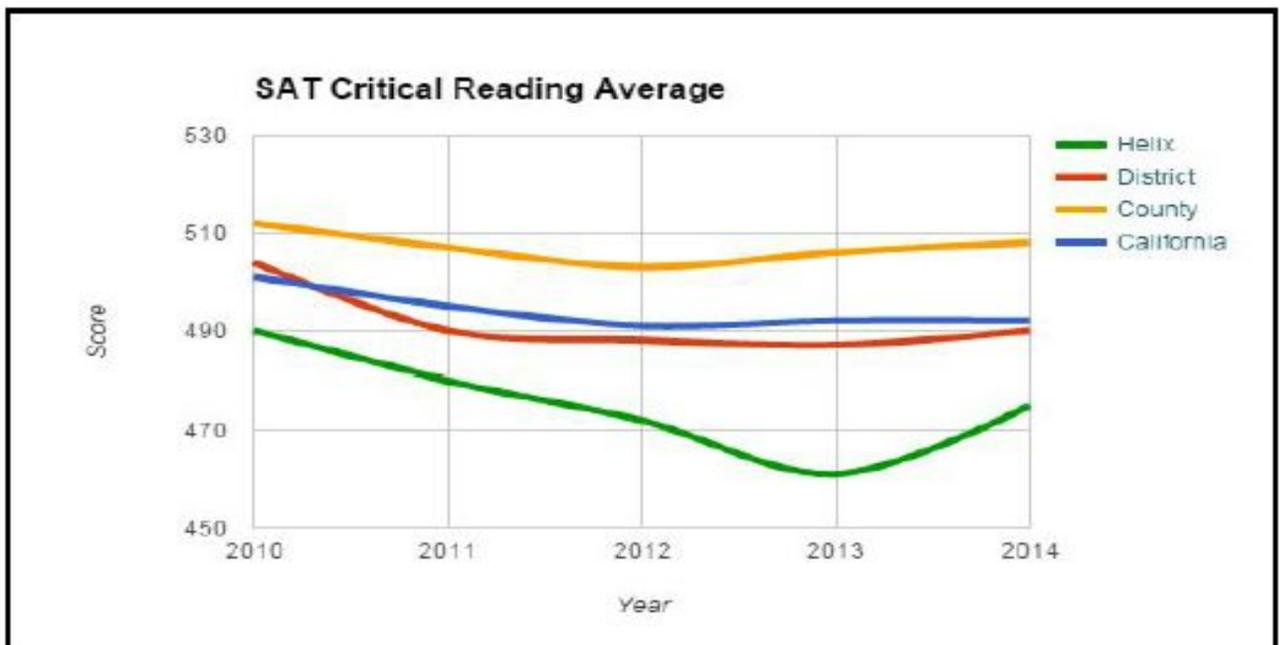
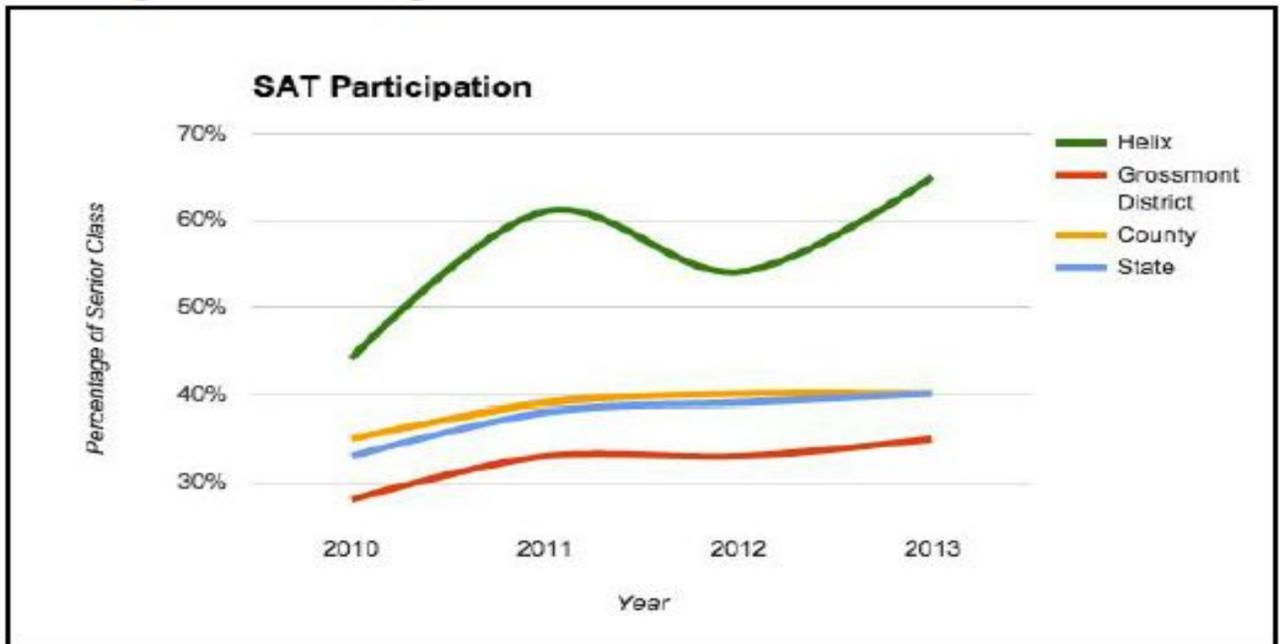
Year	# Tested	% Tested	MS Score	#Adv/Pro	%Adv/Pro	#BB/FBB	%BB/FBB
13	147	26.0	340.5		48		24
12	176	32.3	335.9	77	41	44	25
11	179	31.7	315.9	53	30	66	37
10	289	51.6	322.7	95	33	72	25
09	244	45.9	305.4	48	19	124	51
08	250	43.0	286.3	26	10	153	62
07	264	47.5	286.0	27	10	184	70
06	246	45.2	291.9	29	12	147	60

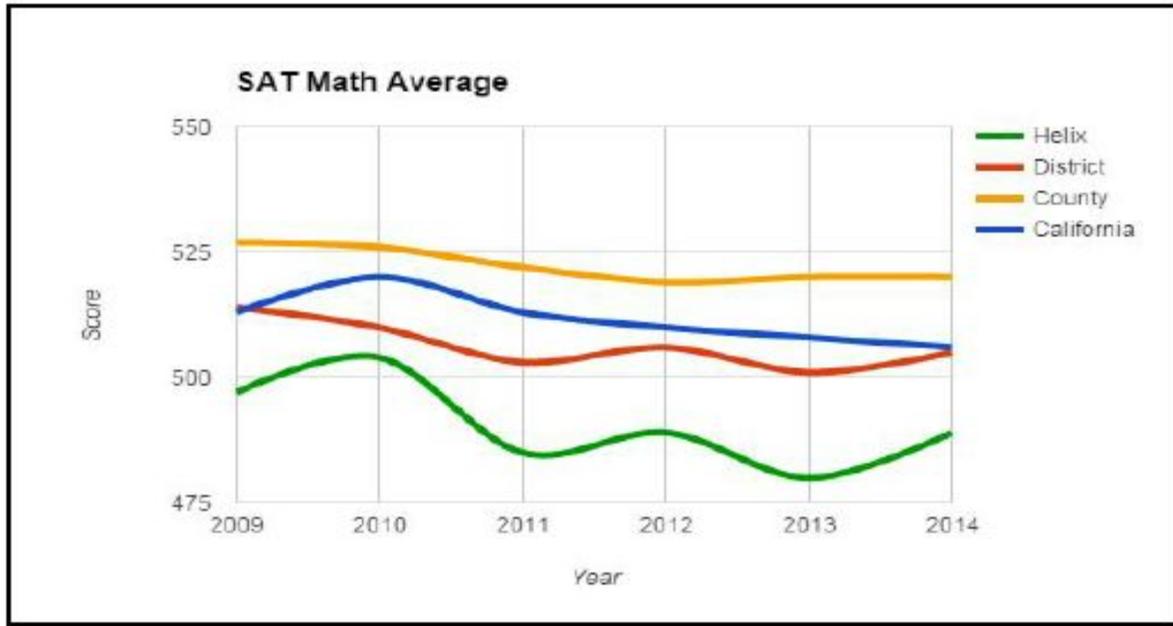
CST SUMMARY REPORTS, Percent Proficient 2013

Subject Area	Students with Scores	% Proficient or Advanced
English-Language Arts (Grades 9-11)	1,732	56.9 %
History-Social Science	1,123	44.9 %
Mathematics (Grades 9-11 and end of course)	1716	47.6
Science CST 10	590	65.3
Science, end of course	1687	47.4

Helix Charter High School consistently out-performs the sponsoring Grossmont School District.

Percentage of Seniors taking SAT





Percentage of Seniors taking SAT

	2009	2010	2011	2012	2013	2014
Helix	47.19	44.31	61.41	54.23	64.52	n/a
District	29.44	27.77	33.32	32.75	34.92	n/a
County	35.11	34.67	39.26	39.86	40.38	n/a
California	34.68	33.33	37.75	39.31	40.36	n/a

SAT Critical Reading Average

	2009	2010	2011	2012	2013	2014
Helix	481	490	480	472	461	475
District	501	504	490	488	487	490
County	510	512	507	503	506	508
California	495	501	495	491	492	492

SAT Math

	2009	2010	2011	2012	2013	2014
Helix	497	504	485	489	480	489
District	514	510	503	506	501	505
County	527	526	522	519	520	520
California	513	520	513	510	508	506

ACT: Percent Tested

	2009	2010	2011	2012	2013	2014
Helix	30.88	33.94	44.3	32.97	31.43	
District	15.97	15.88	17.83	16.49	16.44	
County	16.17	16.81	18.11	18.84	19.38	
California	14.0	15.61	16.96	17.62	18.31	

ACT: Average Score

	2009	2010	2011	2012	2013	2014
Helix	21	21	19.8	21	21	
District	22	22	21.5	22	22	
County	22.7	22.7	22.6	22.7	22.5	
California	22	22	21.7	22	22	

Helix SAT and ACT participation rates have continued to climb. 530 Helix students challenged the SAT in 2014, up from 351 the year before. The number of Helix students tested in 2014 was greater than the number of seniors graduating in 2014. In 2014, 230 Helix students took the ACT.

CDE now breaks the scores out by subtest, rather than providing an average score and, as with the SAT, does not post the percent of the senior class. Helix will have to account for these reporting differences as the school continues to track data over time.

It is noted that new SAT exams have alignment with Common Core expectations, especially the tests of critical reading. Helix needs to continue to align with CCSS and commit to CLN's, Academic Stamina and Critical Reading, that student scores will climb as well as the participation rate.

AP Data

Year	2011	2012	2013	2014	2015
Total AP Students	427	453	414	449	420
Number of Exams	812	769	766	834	754
AP Students with Scores 3+	253	246	242	255	266
% of Total AP Students with Scores of 3+	59.3	54.3	58.8	56.8	63.3

Year	2011	2012	2013	2014	2015
Total AP Students	427	453	414	449	420
Total school enrollment	2337	2463	2440	2499	2499
Percent AP students of total enrollment	18.2%	18.4%	16.9%	18%	17%

AP participation and achievement have remained relatively consistent over the last five years with an increase in performance in 2015, up 4% from our previous high in 2011. Helix has an open enrollment policy for AP and Honors courses and encourages students at all grade levels to participate.

EAP-English

Year	Test-takers	# College -Ready	%College-Ready
2015	463	129	28
2014	515	136	27
2013	528	126	24
2012	517	104	20
2011	526	115	22
2010	538	133	25
2009	511	94	18

The English department follows these numbers carefully as the goal for the department is to

graduate all students college ready, not requiring remediation at any level of college education. EAP numbers represent students who attain college readiness by the end of their junior year. The English department tracks students' college readiness at CSU's and UC. Helix has a proficiency rate between 70 and 80% for students who enroll in those systems.

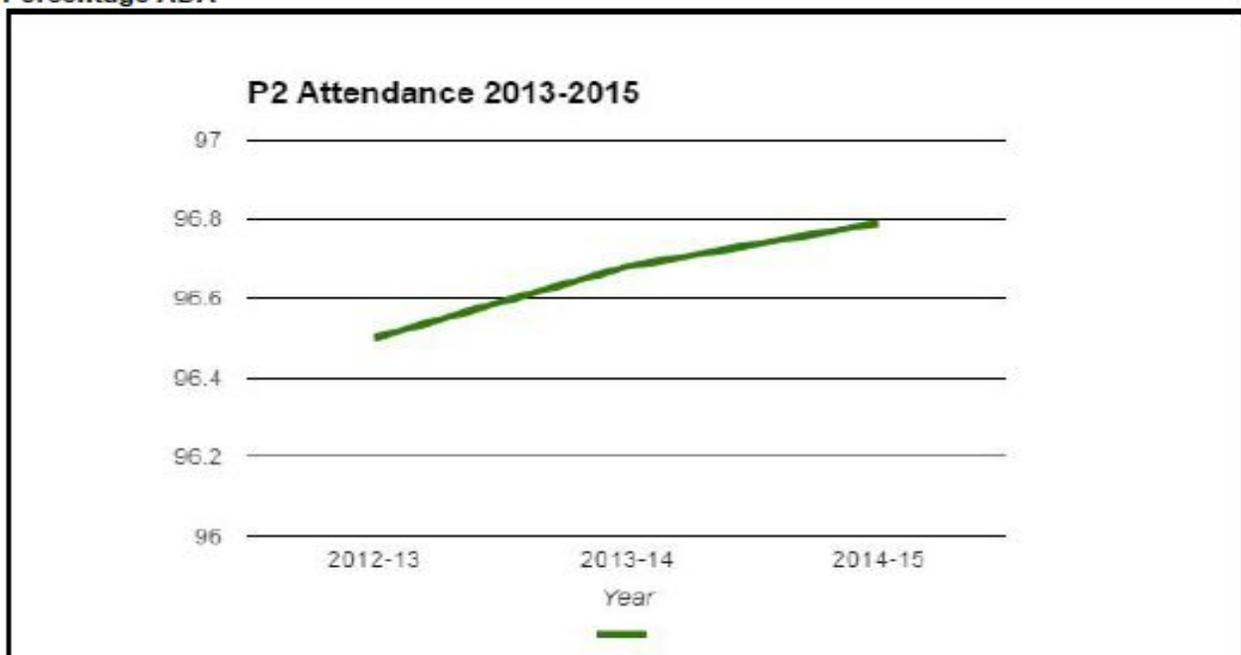
EAP-Math

Year	Test-takers	# College -Ready	%College-Ready
2015	469	76	16
2014	250	41	16
2013	213	56	26
2012	237	55	23
2011	240	58	24
2010	312	81	26
2009	300	23	8

The math department noted that participation rates increased in 2015. The percent of college ready students remained the same. 76% college ready students represents an increase over each year after 2010. In addition, 128 students were deemed "conditionally exempt," if students complete a "G" math class in 2015-16 (Algebra 3, Pre-Calculus, Calculus, Stats), the students will also be exempt next fall. That will bring the number over 200.

Overall college readiness for students enrolled in the CSU and UC systems for the class of 2012 was 73%.

Percentage ADA



As ADA is key factor in funding for Helix. School attendance is a crucial factor in student achievement. Staff and most specifically Grade Level Teams work to ensure strong attendance.

Year	Suspensions	Rate	Expulsions	Rate
2014-15	59	2.3	0	0
2013/14	90	3.5	3	0.1
2012/13	126	4.8	6	0.2
2012-11	109	4.2	6	0.2

The rate of suspensions and expulsions has declined in recent years. Helix staff believes that continuing to build a culture of high academic expectations in a caring environment, coupled with student leadership in regard to anti-bullying sentiment and valuing education has led to greater levels of respect for students and staff. This is noted as the impetus for reduced significant offenses.

**Helix Charter High School
School-wide Learner Outcomes.**

Graduates of Helix High School will be . . .

Constructive Thinkers who can

- solve realistic, complex problems
- use existing information to make reasonable recommendations and predictions
- use logical analysis in practical contexts
- determine the validity of complex information

Effective Communicators who can

- gather and understand information from a variety of perspectives and formats
- synthesize and evaluate information and defend the conclusions
- clearly present information in many forms
- participate in dialogue and decision-making

Informed Decision Makers who can

- objectively evaluate themselves
- develop plans for achieving academic and/or career goals
- demonstrate personal responsibility for life choices
- assess, evaluate and reflect upon work

Functional Producers who can

- effectively use appropriate technology
- create appropriate products for specific audiences and markets
- participate as team members

Involved Citizens

Self-Directed Learners

Healthy People

In the 2014-15 school year, during the initial phases of the self study, and in line with the action

plan from the last self study and the Strategic Design process, the WASC chair shared the latest achievement results with all stakeholder groups on faculty work days/professional development days. Helix considered various School wide Learner Outcomes, examining in small groups the WASC examples, as well as examples from other high schools, and then through a process of discussion at Restructuring Committee meetings and DCC meetings, Helix decided that the school should honor history and tradition as well as restore and re-emphasize the ESLR's, now the SLO's, which were designed as far back as 1992-93.

Critical thinking is emphasized through the Instructional Rounds process and as a response to the CCSS across the curriculum, Helix chose Constructive Thinkers as the SLO the school would focus on in this WASC Self Study.

As Critical Learner Needs have been considered, examining the data and taking the online sample Smarter Balanced test together, concerns arose from the data, from the school's understanding of and research on the impact of poverty upon academic performance, and from our immediate experience with students at HCHS. The concerns led Helix to the adoption of the current CLN's: Academic stamina and Critical Reading skills.

Staff has responded well to the experience with administering the SBAC exams as evidenced by the number of Summer Institute workshops held on reading and academic stamina, by the math department's work to overhaul math curriculum to implement CCSS, by CLT and department work in English Language Arts to increase both the reading demands and the implementation of shared reading strategies in every class.

Common Core Coordinators have made the SLO's and CLN's foundational components of the cross-curricular work of Assessment Reviews, Curriculum Reviews and Instructional Rounds/Peer Coaching as well as the Schoolwide Learner Outcomes. Helix believes Smarter Balanced results provide evidence that the school has started on the right path to supporting all students in rigorous work.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

As a result of the previous WASC self study, Helix staff created a Schoolwide Action with three essential goals:

1. Develop a comprehensive cross curricular approach to schoolwide numeracy to improve students' problem solving and critical thinking skills and understanding of mathematics.
2. Implement a comprehensive system that promotes awareness and understanding of the AG requirements and supports students in the completion of AG requirements in order to graduate from Helix.
3. Create support systems and infrastructure to ensure successful completion of additional graduation requirements other than A-G: 40 hours of community service, High School "Major" program, 3 years of P.E. and take either SAT or ACT exam.

Largely spurred on by the charge to implement CCSS, Helix teachers have been sharing instructional strategies on a relatively routine basis. Through the efforts of our Restructuring Committee (RC), our two Common Core Coordinators, and our department chairs, Helix have shared writing strategies to appropriately address prompts, literacy strategies in creating text based questions, multipass reading habits, annotation guides, and a variety of online tools and rubrics. The move to the Google suite and our Canvas LMS has greatly facilitated our ability to share effectively and collaborate on effective design.

Starting in the fall of 2012, Helix implemented three key initiatives to connect curriculum, instruction and assessment to student performance data: Assessment Reviews, Curriculum Reviews and Instructional Rounds/Peer Coaching. These initiatives are now led by our two Common Core Coordinators who have a release period to support this work across the campus.

Helix has institutionalized the use of shared, standardized syllabi for each course at and all teachers are required to post their syllabi on their Canvas page for each class. Helix continue to refine our specific course objectives to more effectively align with the CCSS, and their Assessment Reviews, Curriculum Reviews and Instructional Rounds/Peer Coaching protocols help departments and teams to focus on developing curriculum, instruction and assessment to meet the CCSS, our SLO's and our two Critical Learner Needs: Academic Stamina and Critical Reading. Strategic Design Action Plan has helped to focus our key initiatives for the past two and a half years, and our LCAP process and plan provides further elaboration on our ongoing process to improve our educational program while helping us to create more transparent links between the school budget and our educational goals.

Chapter III: Self-Study Process (1 page)

- **Include a copy of the school's schoolwide learner outcomes.**

Graduates of Helix High School will be . . .

1) Constructive Thinkers who can

- solve realistic, complex problems
- use existing information to make reasonable recommendations and predictions
- use logical analysis in practical contexts
- determine the validity of complex information

2) Effective Communicators who can

- gather and understand information from a variety of perspectives and formats
- synthesize and evaluate information and defend the conclusions
- clearly present information in many forms

- participate in dialogue and decision making

3) Informed Decision Makers who can

- objectively evaluate themselves
- develop plans for achieving academic and/or career goals
- demonstrate personal responsibility for life choices
- assess, evaluate and reflect upon work

4) Functional Producers who can

- effectively use appropriate technology
- create appropriate products for specific audiences and markets
- participate as team members

5) Involved Citizens

6) Self-Directed Learners

7) Healthy People

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The WASC coordinator provided training for the ten staff members who agreed to co lead focus groups. In the spring term, Focus Groups met four times each during Monday morning professional development time to evaluate our practice against the WASC standards in each category. Only half of our teachers were available to meet in any one time period. Each focus group was split into a first session group and a second session group. Focus Group leaders and the WASC Chair monitored the responses and provided needed feedback in order to evaluate our practice as completely as possible and provide as much evidence as possible, much of it through documents hyperlinked in the evidence column.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

3. The gathering and analyzing of data about students and student achievement

Given SB1290, the school would benefit from putting a system in place for data collection and analysis, disaggregated by subgroup, to effectively track, monitor and understand student performance and growth. While individual student data is reviewed, a schoolwide data analysis would provide an opportunity to identify strengths and weaknesses in the learning program and inform decision making that would allow for targeted instructional priorities in order to meet the learning needs of all students (including subgroups)..

The school does not have a school-wide assessment measurement instrument

4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and Visiting Committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
 - B. Standards-Based Student Learning: Curriculum
 - C. Standards-Based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS WASC *Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Helix has a clear system in place for the involvement of staff in the development/refinement of the vision, mission and schoolwide learner outcomes via the Restructuring Committee and as evidenced in the Strategic Design Plan. School leaders acknowledge in the self-study that the school needs to strengthen/increase community and parent involvement in this process.

However, the mission, vision and SLOs of the school are shared with stakeholders annually in the student handbook and are available on the school website. The Excellent in Education Tours are held twice a month as an innovative approach to sharing the school's mission and vision, educational program and student achievement results. Parent and stakeholder input was sought for the preparation of the LCAP.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional

staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The Helix Governing Board is a diverse and representative governing body comprised of the school's stakeholders, with representation from staff, students, parents and community members.

The Governing Board:

1. Has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data driven instructional decisions for the school;
2. Delegates implementation of these policies to the professional staff;
3. Monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.
4. The Governing Board through its hiring practices, does not have a staff that reflects the actual demographics of its students. There is a recognized need to hire employees that reflects the student diversity at the school.

In 2013-14, Helix completed the task of mapping the Helix Strategic Plan Objectives and the goals of the Helix Mission. Board meetings are held on the third Monday of each month. In the Parent Focus Group interview, parents expressed that they were unaware of when board meetings were held, even though the board meeting calendar is posted on the school's website.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

There was strong and compelling evidence that Helix employs a broad-based approach to planning, shared decision making and responsibility at the school. The Restructuring Committee, Department Chair Committee and Governing Board are all decision making bodies where stakeholders are invited to bring forth and discuss ideas to help the school to further its mission.

Although the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards, it was not evident that these decision were based on relevant and reliable student achievement data.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

Helix has Course Level Teams (CLT) that facilitate professional developments on the achievement of students by conducting weekly meetings with their content alike teachers that focus on creating common assessments and analyzing data. The Reconstructing Chair designs and coordinates the PD agenda for the Professional Development days in the summer and during the school year. Teachers submit proposals to the Professional Development subcommittee and they decide which sessions get approved.

There are two induction programs that are provided to teachers. The Helix Induction Program (HIP) for new teachers to Helix that provides them with a mentor at the beginning of the school year to assist with logistical items and school specific items. The school also provides the BTSA Induction to teachers that need to clear their Preliminary Teaching Credential.

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The extent to which there is a systematic approach to continuous improvement through professional development is limited. Professional development is determined by staff's needs and perception of students' needs. Many of the professional development opportunities are research based and tied towards a professional learning community approach and utilizing instructional rounds.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The LCAP is a living document that serves as a guide for program and funding decisions. The school has promoted a culture of shared ownership of the budget. Teachers and administrators are represented throughout various committees including the budget committee. The school recognizes an opportunity to include a larger variety of staff members on various committees.

Helix has an annual external audit performed by an independent audit firm, the results of that audit, after Board approval, are shared with the District and other appropriate county and state offices. The self- study indicates that the school has procedures in place that provide for appropriate separation of duties to minimize the risk of fraud. The practices and procedures have

been reviewed by external auditors.

The school has a combination of centralized purchasing and maintenance as well as department and program level purchase and maintenance. The administration provides standard equipment for all classrooms, each department and program also has specific budgets to allow for decisions on software, textbooks and supplies at the department level. The Budget Committee and Department Chair Council continue to analyze and explore the best way to fund the instructional program balancing these values.

A6. Resources Criterion [Charter Schools only]

Have the governing authority and the school leadership executed responsible resource planning for the future?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

The site visit confirmed through its interview with stakeholders that Helix's budget and budgeting process is open to its stakeholders. The allocation of funds is monitored by the Budget Committee who meets on a monthly basis. The Budget Committee's bylaws serve as evidence of established procedures for the allocation of resources at the school. According to the bylaws, the budget committee is responsible for making budget recommendations to the executive director, business manager and charter board. All recommendations are subject to a vote of committee members present and must pass with a 2/3 majority vote. School leaders shared that monthly budget reports are shared with the Budget Committee, the HTA, and the Helix Charter Board. Both meetings are open to all. Furthermore, representatives from the budget committee are tasked with reporting back to their constituents.

A7. Resources Criterion [Charter Schools only]

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

As evidenced by the Self-Study Report there are procedures for recording accounts receivables. The procedures include:

- All checks are recorded and kept in a locked safe until ready for deposit. Checks are stamped for deposit only.
- Copies and deposit receipts are scanned.
- Checks are then recorded into general accounting system ledger.

The self study affirms that the audit report for 2013 - 2014 indicated a handful of findings which were resolved in the 2014 - 2015 as reported by administration.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Collaborative and inclusive decision making is evident. Both certificated and classified staff are committed to the vision and mission of the school.
- Helix pride is evident, employee satisfaction is high, and commitment is demonstrated through long term employment.
- Helix's financial decision making supports the mission and vision of the school.
- The school has benefitted from revisiting the current policies and procedures governing fiscal matters to ensure that the audit findings are not reoccurring and that they are appropriately addressed.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- During a focus group with school leaders, it was shared that the school sees the opportunity to strengthen its CTE pathways for its students and how it is reflected in the mission and vision.
- While the school seems to have a functioning governance structure, the onsite visit found that it was not always clear where the lines of authority and responsibility resided.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

- Parents and teachers support that Helix has a strong focus on college and career readiness.
- Students and their families meet with counselors to create a four year plan. Students have choices based on their interest and opt for classes and teachers available within the structure and provision of courses.
- As freshman, students have access to Helix First – a program that prepares them to develop their organizational and study skills and supports their literacy skills. The advisory class helps them continue their focus on college and career readiness
- Teachers have been creating and redefining curriculum as needed based on the recursive cycle of planning, implementing, assessing, examining and re-teaching.
- Curriculum is guided by the Common Core State Standards in many areas and teachers expressed that the CCSS are more aligned with the Smarter Balanced tests. Teachers are proud of the high scores achieved by students on the SBAC pilot tests, 2015-2016.
- Math teachers are studying the research behind the common core curriculum and have a plan to implement the curriculum in the next few years.
- Science teachers have embraced the new NGSS curriculum and along with the new technology initiative on campus, seem to be utilizing the new standards to address content.
- Writing instruction, as reported by students and teachers, at all grade levels and all disciplines is at the heart of the instructional program.
- Department Chairs shared that they continue to innovate and explore new ideas. The administrative team shared that they (instructors and staff) need to be more innovative in the classroom.
- Professional development focus for the last 8-10 years has been on creating a common curriculum for all teachers of any given course with pacing guides for each course, SMART Goals, and common assessments. Goals are developed based on teacher generated assessment. EAP and EPT scores are used as external measures to gauge student performance. As reported, much of the focus over the past 3 to 4 years has been on integrating the CCSS/NGSS into existing courses to ensure that they are aligned with Common Core.

- The Common Core TOSA's facilitate Assessment Reviews, Curriculum Reviews and Instructional Rounds/Peer Coaching in each core department. Each of these strategies has the CCSS/NGSS at its foundation, and this strategy is the most direct and effective way of integrating the college and career readiness standards. Instructional rounds are voluntary and CLTs are in the process of strengthening them and making them a requirement for all teachers.
- Grade Level Principals lead the A-G Approval Process. Teachers and Department Chairs work with Guidance and Administration to submit and gain approval of courses so that they meet the A-G requirements. For new courses, teachers dialogue and communicate with other schools and programs who are teaching similar A-G approved courses and make modifications. Courses are approved and then offered on campus. In some cases, current courses have undergone modifications to increase the rigor, prerequisites, and/or concurrent enrollment courses needed to gain A-G approval.
- Course syllabi are created to communicate the rigor and expectations of each course.
- The school offers a wide variety of AP classes.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

- Students, parents and teachers discussed the variety of opportunities for students in creating/revising their personal learning plans. For example, Grade Level Principals and Grade Level Teams conducts a formal articulation process for each student prior to the first day of school for incoming 9th graders. Students are given informal times that they can meet and discuss expectations, course offerings and career interests. Throughout the school year, students receive multiple opportunities for a comprehensive transcript review. During a Sophomore Advisory class observation, all 10th grade students were completing a transcript review in preparation for their Sophomore Boards.
- The Sophomore Boards is an opportunity for students to reflect on past performance, course plan and goal setting for Junior and Senior years. Students are required to use their college and career research activities from their freshman year in the Helix First program to discuss their future aspirations and career interests. Students also bring two work samples to reflect on and discuss. An ASB discussed how impactful this opportunity was for her and the connections she was able to make about her own achievements and self-improvement. She also reflected on how the mock interview helped her in determining the courses she is currently taking her junior year.
- In the after school Architecture, Construction and Engineering (ACE) club, students have the opportunity to be mentored by local construction professionals. Students travel to construction job sites, participate in mini hands on projects that focus on designing

blueprints and collaborating with peers. The second half of the year students brainstorm on a building design that will help benefit their local community. Students do 2D floor plans, 3D model, construction schedule, an engineering component, cost estimate and interior designs. At the ending of the year, students attend a banquet where scholarships are awarded to students interested in entering ACE related fields.

- During a parent focused group, parents discussed how each summer they are required to attend an annual summer registration appointment with the school Grade Level Counselor, Principal and/or Academic Advisor. During this meeting, students and their parents are presented with the students' progress to date and their options for the upcoming year. One parent described this meeting as "critical" to getting the access to the Advanced Placement, Honors and specialized elective classes. Students that attend these meetings have a greater input in selecting the schedule that more aligns with their personal learning plans.
- Helix offers two Career Pathways in the areas of Business and Media Productions. Students in both pathways must complete a series of classes to be recognized at Graduation. Within these courses, students receive hands on experiences in the fields, work closely with local experts, and completed numerous integrated real-world projects and assignments. They have the opportunity to be mentored by industry professionals and work collaboratively in groups to analyze and solve real-world issues.
- At the ending of every quarter, counselors and academic advisors review students' 4 year plans and enter their grades into the Grad Status worksheet. Academic interventions and adjustments are made as needed during the quarter as well as at the end. Students that display severe academic needs or support are referred to the Grade Level Team for parent conferences where students are placed on an Academic Contract that delineates the plan of action for improvement. During the parent focus group, a parent described how their child was having difficulty in the 9th grade and how this meeting, initiated by the school, resulted in the creation of a 504 plan and their child is improving their grades via getting access to context.

B3. Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

- Helix First offers students an induction program for incoming 9th grade students.
- Grades 10-12 support classes provide students with an opportunity to review and plan their path to higher education.
- Counselors meet with students regularly throughout their four years to discuss progress and give them opportunities to complete any missing credits.
- Grade level support teams pride themselves in being able to reach all students and

support them through their high school years.

- Since teachers grade on a scale of A-C, there are opportunities for students to complete another semester of coursework in which they fail to demonstrate understanding and mastery. Students are usually programmed into an alternative teacher's class to recover credits.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- CLTs meeting weekly to create common assessments, analyze student work, and reflecting on instructional practices.
- Ensuring that students are college and career ready through a robust offering of courses including Honors/AP
- Timely implementation of NGSS.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- There is a concern that all curricular areas are not presently implementing the common core standards as expected.
- Implementation of common core may be more effective with the strengthening of strategies that are student centered.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The report states teachers, administrators and parents are involved in many areas, curriculum revisions, programs needs adapted for students and student needs. A form of differentiation is the placement of students in different class levels including college preparatory, honors, and AP. Some teachers use SDAIE teaching methods in the classrooms.

All students are continually involved and aware of learning expectations from the moment they apply until they graduate. Course Syllabi are available for reference throughout the entire semester online. Students are expected to continually assess their learning and their progress on meeting the standards of each course through Canvas. Examples of student assessing their learning are: improvement of writing through usage of the writing process, 24/7 access to their grade report, self-assessment questions within assignments, student created senior projects, and extensive grading comments on returned assignments.

All students are held to the essential skills: constructive thinkers, effective communicators, informed decision makers, functional producers, involved citizens, self directed learners, and healthy people.

Program options allow for modified approaches to subject matter. At Helix the following program options are available: Direct Instruction, Contract Learning, and Credit Recovery.

Courses implement the use of rubrics and/or standards to inform students of the expected level of performance for assignments. Students are given examples that model assignment expectations. Weekly tutorials and support classes are available for all students. A number of core courses present material in accordance with various learning styles.

Common Core coordinators help assessment reviews, curriculum reviews, and served as peer coaches. Math courses are aligning to the Common Core Standards by piloting the Springboard program that Helix feeder middle schools also use. Science teachers aligned their curriculum with the Next Generation Science Standards.

Helix began implementing technology by utilizing 1:1 Chromebooks with the entire 9th grade class. Students must use technology such as Google drawing, Achieve 3000, Google Docs and Slides across the curriculum. Students and classes can use five computer labs or the library computers for research. All course materials can be found online through the Google Suite, Google Calendar and Drive. Students have access to class materials at all times.

Some differentiation of instruction occurs on an individual basis and is evaluated by the course instructors and faculty advisors. Instruction is differentiated based on initial and on-going assessments as well as in each course based on student need. Support and intervention programs are provided to needed students.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Helix utilizes a variety of instructional strategies to engage students. Although there is no common school-wide expectations on which strategies teachers are expected to implement, many departments have adopted the use of Chromebooks and computers for students to file share and submit assignments.

In a variety of courses (honors and advanced placement courses, Biology, Performing Arts), teachers are asking students higher level questions that requires them to justify and cite evidence.

Online course remediation is offered through the APEX learning program and two support classes. Some teachers use Canvas, the Google Suite and other online blogs to communicate with students and conduct class discussions.

Class instruction includes a variety of teaching strategies such as research papers, Socratic seminars/class discussions, debates, mock trials, performance tasks, research presentations and projects, cross-curricular research papers.

To provide all incoming 9th graders with the opportunity to increase their lexile levels, students are assigned to an elective course titled Helix First. Within the intervention course, teachers use

the Achieve 3000 program. Within the elective, students were observed conducting online research for a specific college that they selected and will present at a 9th grade student-led college fair for 11th graders. The companion course to Helix First entitled ExL provides 9th graders with the opportunity to catch up on assignments and get assistance with course work.

In their Senior year, students are required to engage in a senior project as a culminating activity.

The Performing Arts Department has established community partnerships with local professional artists and musicians to increase the enrichment opportunities of students.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Canvas LMS has been effectively implemented schoolwide.
- The progressive nature of Helix First, Sophomore Boards, and the Senior Project embodies what it means to be a Helix scholar.
- The intensive 4 year writing program supports academic rigor throughout the curriculum.
- The year long double dosing of algebra sets students up for successful outcomes in future courses.

Key issues for Standards-Based Student Learning: Instruction (if any):

- A need for commonly adopted instructional strategies to support the rigor of CCSS.
- The school recognizes the need for a school-wide understanding and expectation of differentiation and what strategies are needed to meet the needs of all learners.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

The school tracks student academic performance from sources such as AP, EAP, SAT/ACT, and graduation rates. Students and parents also have access to Canvas, the school's Learning Management System to review individual student performance data in real-time.

The Visiting Committee affirms that the school has an effective system of monitoring the progress of all students towards graduation and completion of the A-G requirements aligned with their mission of offering a college-preparatory program for students. Students learn about the A-G requirements and number of credits needed to graduate in the required Freshman-level course, Helix First.

Student progress is also monitored by Grade Level Teams who review transcripts and graduation status with each student in the Advisory program, and a thorough review is conducted with each family during the summer registration process. Grade Level teams continue to run D/F lists before each progress report and quarter grade in order to follow up on students who may be struggling and work to create appropriate interventions and support.

As one of the innovative features of the charter, each year, approximately 70 community members judge student's Senior Presentations: exhibitions of student academic performance on schoolwide learner outcomes: thinking, communicating, and decision-making. The Sophomore Interview offers student an earlier opportunity to reflect upon their performance and plan/create goals for their last two years of high school.

The school would benefit from strengthening its monitoring of student academic achievement, including progress continuing to close the achievement gap, as measured by reliable internal assessments. Based on focus group interviews, coupled with information contained in the self study report, the school does not have a school-wide assessment measurement tool to track and monitor student performance and growth. This lack of data suggests that the school is not adequately using objective data to drive instruction. While the school claims that it has "multiple venues to shares assessment results with stakeholders," the self study refers to standardized tests such as the former CST as the primary source of the data. (Building an effective means by

which the school collects, disaggregates, analyzes and uses student outcomes to drive school operations should be prioritized.)

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Based on the self-review report, the school's Assessment Review process, which has developed over the last four years, involves all core department Course Level Teams and many elective department's' review of curriculum-embedded assessments and use the results to drive instruction.

The school is in the process of creating CLT teacher-created assessments, however the process is in its early stages. The school has not identified an external means of assessment that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA) and/or other assessment instruments for which the school can demonstrate validity/reliability.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

As part of Helix's system in place to evaluate and assess student performance, the school utilizes Sophomore Boards and the Senior Project as innovative, approaches to reviewing student progress, college and career readiness, and school wide learner outcomes. School staff and community members are involved in the process serving in advisory roles and as panel judges.

The school is responsible for reporting student achievement data to the district administration through the FCMAT process.

As stated in the parent discussion panel, parents receive standardized test scores. Overall school wide data is reported to the PTSA and school board. However, the team noticed a lack of information about CAASPP disseminated to parents, and a lack of understanding by parents about the transition to Common Core and the suspension of much of the state assessment data

due to AB 484.

While anecdotal and qualitative analysis appears to be thorough and robust, the school could explore more formal assessments, particularly to measure progress towards achievement of the academic standards.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- There is a structure in place for staff to meet in content level teams to discuss, review, and improve upon instruction.
- Helix continues to outperform schools in their area on CAASPP and remains an attractive school of choice for the community.
- Over 90% of Helix graduates are meeting the UC A-G requirements.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- The school has not identified an external and objective means of assessment that is derived from a standards-based, high quality, standardized instrument for assessment (e.g. NWEA) and/or other assessment instruments for which the school can demonstrate validity/reliability.
- More time could be spent educating parents on the changing academic landscape and how it impacts their students and achievement.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Helix encourages community support through participation in Senior Project as defense and board judges or experts that students can connect with as part of their research and development of the project. Several of the programs on campus also take advantage of community partnerships. The Art program facilitates local collaboration with artists and provides students with the opportunity to show their art in the community through various local shows. Finally, the business and Virtual Enterprise programs connect students to work with local businesses in the community.

Helix involves the parents in the educational process using multiple avenues throughout the school year. During the parent meeting, parents identified Back-to-School nights, Parent Shadow days, mandatory parent participation in the summer registration process, and Family First Workshops as ways in which parents can participate on campus and in student learning and achievement. Helix's online parent portal (Canvas LMS) also gives parents access to class syllabi, homework assignments, and progress updates to keep parents informed and engaged in their child's learning.

During the visit, a meeting was arranged with more than two dozen parents who were very enthusiastic about the school and felt proud that their children were attending the school. While they were aware of the many opportunities for involvement made available to them, parents admitted not always taking advantage of the opportunities. Parents referenced the school to parent communication as a strength, citing school wide emails, teacher emails, and phone calls to notify parents of failing grades.

While the school has made progress employing strategies to involve non-English speaking parents (e.g. translating documents into Spanish, hiring bilingual staff), school leaders continue to see this as a growth area. Parents shared during the focus group that the school staff does not necessarily represent the diversity of the community it serves. School leaders acknowledge the need to increase diversity amongst its school leaders and faculty.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

The Visiting Committee affirms that the school is a safe, clean, and orderly place that nurtures learning. The school culture represents a caring and respectful atmosphere where students individual differences are honored.

According to the self-study, the school has systems and procedures in place to support the health and safety of the campus. The Visiting Committee confirmed through stakeholder interviews that students, parents and faculty feel the campus is safe. The school has online confidential reporting vehicle for students to share with school leaders student safety issues that they have knowledge of, such as drug use/possession, bullying, and fighting. In addition, the School Safety website provides links to Safety Bulletins, Officers Helping East County Youth (OHEY), and to San Diego Crime Stoppers. To help ensure internet safety, the school has an Internet Safety agreement for students and parent to sign, and firewalls in place to promote online safety. Presentations have been made on Internet Safety and Cyberbullying, however they were not well attended, according to staff.

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

According to the student panel, students feel safe at school and comfortable going to their teachers with issues of any kind. Further, students acknowledged a college going culture, where all students are expected to achieve at high levels. All students have access to honors and AP level courses, and are encouraged to push themselves to take those courses if their grades indicate they would be successful in those courses.

However, it was noted by the student panel that students who do not take advantage of or attend assigned support on their own end up leaving Helix in favor of other schools in the area with less demanding expectations. Faculty also acknowledged in various focus groups that it is up to students to take advantage of the many opportunities and interventions available to students who need more support or help.

Continued improvement for Helix is supported through the many faculty committees and groups. Faculty meet often in subject areas and by department to collaborate and drive changes in instruction. The structure of CLTs, Department Chairs, the Department Chair Council, and the Restructuring committee provide opportunities for teachers to implement new ideas, strategies, and initiatives that can benefit students. However, Helix could benefit from a more cohesive vision and implementation of schoolwide initiatives that bridge across all curricula and departments.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

Helix has an infrastructure of grade level teams (GLTs) comprised of an administrator, counselor, academic advisor, administrative assistant, and class spirit advisors. These teams follow the student year after year, getting to know them and arranging academic and social/emotional support as needed.

Helix has two primary academic supports and intervention programs in place for ninth graders: Helix First and ExL program. These two classes taken in conjunction with one another teach the skills that are necessary to be successful in a high performing, college bound environment. Students complete the Achieve 3000 course to remediate their reading skills. In Helix First, students dive into a curriculum created by Helix staff to introduce them to college and what it takes to get there. Students do projects and learn what it takes to navigate high school successfully.

Academic support classes are offered during the regular school day for students who are struggling. Students can either self-refer or are placed in a course once on an academic contract. The support comes in the form of small group tutoring and progress checks to ensure students are completing their work and passing their classes.

Helix offers additional support outside of the regular school day. Before school on late start days, teachers are available for tutoring and quiz and test retakes to students who need extra support. After school, Helix has the ASPIRE program, which offers enrichment courses in various core subjects to both struggling students and those who simply wish to get more interaction with subject material.

To promote college and career readiness, the counseling team utilizes Naviance to help connect academic achievement to post-secondary goals. The counselors also have various meetings and workshops with students and parents to facilitate college searches, applications, personal statements, and FAFSA applications.

College4Me is another proud program of Helix. Through College4Me, students visit 13 college campuses to explore the choices available to them after high school.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

Helix has a great infrastructure for high achieving students who wish to maximize their schedules to pursue both academic and extracurricular interests. With the four by four schedule,

students can take AP and Honors level courses while still pursuing the arts, sports, or business and entrepreneurial classes. They can also opt to take extra AP classes to broaden their academic scope of study. Helix has an extensive catalog of honors and AP courses available, and all students have open access to these courses.

Students with disabilities have a special education team working in conjunction with the general education teachers to provide support and accommodations/modifications as necessary. Most special education students are mainstreamed, and Helix makes a concerted effort to limit the number of special needs students in each class so as not to change the dynamics of the classroom and to provide enough academic support to those in the class. The Special Education Department chair reports that this structure has increased the academic performance of students with disabilities, and they've experienced a decrease in behavior issues in the classroom among these students as well.

Students in need of social/emotional support have access to a Wellness Center with two full time social workers and 3-5 interns who also provide support services to students. Students can self refer or are recommended by their grade level team. The social workers address a range of issues, including but not limited to anxiety and depression. Individual and group counseling is offered to students.

EL information was largely absent from the Self Study, and only one of the many focus groups addressed the EL program on campus. The EL coordinator shared that there are supports in place for language development, academic progress, and graduation.

To what extent are these enhanced by business, industry, and the community?

Though the community has some involvement in Senior Projects, and are connected to a few of the programs within Helix, outreach to the community for student benefit could be improved.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Grade Level Teams support students in developing strong relationships with support staff and administration to support their academic and social/emotional growth
- Students feel safe at school and feel supported by all staff, inclusive of administration, teachers, and classified employees.
- Students are engaged in multiple co-curricular activities supported by the implementation of the four by four schedule.
- Helix has succeeded in creating a rigorous, college going culture.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- School leaders are encouraged to explore and minimize the cohort attrition rate.
- To support social-emotional learning and coping, additional resources may be allocated to the Student Wellness Center. Additionally more training is needed for staff.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Areas of Strength (list numerically)

1. College-going culture with a history of strong academic outcomes.
2. Broad-based stakeholder input and general staff well-being.
3. There is a structure in place for staff to meet in content level teams to discuss, review, and improve upon instruction.
4. Collaborative culture of support teams driven by the mission.
5. Over 90% of graduates meet UC A-G requirements.
6. Extensive student support programs articulated through grade level teams.
7. Sound policies and practices for fiscal management and significant transparency with staff and school community.

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Revisit SLO's and CLN's and integrate them more effectively into the school culture.
2. Develop and Integrate Career-Technical Education (CTE) Pathways.
3. Maximize the use of technology, especially the Canvas LMS, and differentiate instruction to increase student-centered learning and close the achievement gap.
4. Improve Assessment Review Protocols to collect, track analyze data over time.
5. To support the achievement of high academic standards: create a clear culture of exemplary academic behaviors, and improve staff's ability to identify and address the social-emotional needs of the students.

In addition, the Visiting Committee has identified areas that need to be strengthened:

(Note: Show the relationship to what the school has already identified, if possible.)

1. In the absence of state data, the school needs to identify and adopt a standardized assessment to monitor student growth and performance (including disaggregation of subgroups).
2. Full and effective implementation of CCSS and NGSS. Provision for professional development to use instructional strategies for full implementation of CCSS.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**
 - Expanded School - Expand Opportunities for student learning.
 - Safe and Supportive Environment - Develop and sustain a safe and supportive environment that promotes citizenship and a healthy lifestyle.
 - Academic Rigor - Create a high performance academic culture.
 - Community Integration and Marketing - Build community partnerships that establish Helix as the community center. Create and promote a positive public image for Helix Charter.
 - 21st Century Technology - Modernize and systematically integrate technology.
 - Fiscal Sustainability - Create and sustain a long-term funding plan that increases Helix's financial independence.
- **Comments on the following school improvement issues:**
 - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - **Do the action plan sections address the critical areas for follow-up?** Some identified areas have been addressed. Other areas are ongoing as expected. There are areas that require being addressed.
 - **Will the action plan steps enhance student learning?** The action plan only goes until 2017, needs to be revised and extended.
 - **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)?** Yes; however, does not include accountability for all stakeholders at the school site.
 - **Is the action plan feasible within existing resources?** The school school resources are sufficient to address the action plan and identified needs.
 - **Is there sufficient commitment to the action plan, schoolwide and systemwide?** Stakeholders are committed to the success of the school and the students at large. Committees and infrastructure is in place to support the plan.
 - **Existing factors that will support school improvement** - Stakeholders are committed to the success of the school and the students at large.
 - **Impediments to improvement that the school will need to overcome** - Establishing buy-in from all stakeholders on the criticals of growth.
 - **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.** The Helix Reconstruction Committee is in place to revisit, monitor and update the schoolwide action plan on an annual basis.



**HELIX CHARTER HIGH SCHOOL
MID-CYCLE PROGRESS REPORT**

**7323 University Ave
La Mesa, CA 91942**

Grossmont Union High School District

February 5, 2019

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Administration

Kevin Osborn- Executive Director
Dave Yeager- Chief Business Officer
Ken Britschgi- Manager of School Facilities
Brian Kick- Director of Data Systems and IT
Renee Milburn- Academic Support Program Coordinator

Grade Level Teams

Class of 2019

Dave Watkins- Principal/Master Schedule
Kathy Gunion- Counselor
Theresa Toilolo- Academic Advisor
Gabby Carbajal- Administrative Assistant

Class of 2021

Elana Smith- Principal/LCAP Admin.
Arica Villegas- Counselor
Danika Markey- Academic Advisor
Sara Brown- Administrative Assistant

Class of 2020

Damon Chase-Principal/Athletic Dir.
Monica Olivari- Counselor
Frank Theroux- Academic Advisor
Vicky Rodriguez- Administrative Assistant

Class of 2022

Paula Ann Trevino- Principal/CTE Admin.
Hugo Gonzalez- Counselor
Yolanda Street- Academic Advisor
Joan Urich- Administrative Assistant

Charter Board

Linda Brown-Classified Staff
Amanda Dolphin- Certificated Staff
Corey Henry- Parent Representative
Jenine Henry- Community Member

Carolyn Lemler- PTSA representative
Ellen Nash- Community Member
Dan Northcutt- Community Member
Jennifer Underwood- Chairperson

Teachers on Special Assignment

Emily Burrough- English Lang. Dev.
Bret McKinney- Social Studies
Kayla Sweet- American Sign Language

Trina Merideth-English
Cheryl Tyler- Math
Lenelle Wylie- Science

Department Chairs

DCC President- Beth Leighton- Family Consumer Science

Ryan Silva- Physical Education	Debi Byrd- Science
Dan Baits- English	Amanda Dolphin- Lang. other than Eng.
Tina Colera - Art	Gregg Osborn- Performing Arts
Jeff Babbitt- Math	Sean Morris- Social Science
Dianne Damschen- Technology	Associated Student Body- Adam Krzywicki
Giff Asimos- Business	Kim Fleming- Special Education (Mod/Sev)
Aleen Jendian- Helix First	Dawna Lompfrey/Rebecca Meyer- Special Education (Mild/Mod)
Beth Leighton- Family Consumer Science	Arica Villegas- Student Support

Restructuring Council

Course Level Team (CLT) Leaders

Restructuring Chair/WASC coordinator- Amy Triba

Tina Colera- Digital Art	Cole Holland- Physical Education
Trina Merideth- English 1/2	Brennan Cassidy- Earth Science
Barbara Dagman-English 3/4	Chris Dartland- Physics
Rebecca Skullerud- English 3/4 Honors	Lenelle Wylie- Biology
Alicia Gibson- English 5/6	Colleen Robinson-Chemistry
Mike Ried- AP Language	Brett McKinney- Intro. to Social Science
Emily Burrough- ELD	Treacy Shogren- World History
Dain Baits- English 7/8	Todd Weber- U.S. History
Mark Rhea- Spanish	Robert Berg/John Geary- Political Science
Amanda Dolphin- French	Dianne Damschen- AP Computer Science
Amy Triba- American Sign Language	Lloyd Sabin- Economics
Jamie Woodland- Family Consumer Sci.	Katie Bycsek- Helix First
Aaron Van Matre/Will Stuart- Algebra I	Hugo Gonzalez- Student Support
Vicki Hoffman- Algebra II	Christina Potter- Library
Kirsten Huy- Geometry	Katie Pipes- Performing Arts
Kirsten Schmidt- Algebra/Geometry Honors	

**HELIX CHARTER HIGH SCHOOL
BELL SCHEDULES
2018/2019**

Monday, Thursday, and Friday	
Period 1	7:50 – 9:22
Period 2	9:30 – 11:02
Period 3	11:15 – 12:48
Lunch	12:48 – 1:18
Period 4	1:23 – 2:55
Period 5 (Extended Day)	3:00 – 4:00

Tuesday			Wednesday		
Tutorials	Art, Business, English, Helix First, LOTE, PE, Social Science	7:50 – 8:50	Tutorials	Family/Consumer Science, Math, Performing Arts, Science, Tech	7:50 – 8:50
Period 1		8:55 – 10:06	Period 1		8:55 – 10:06
Period 2		10:13 – 11:24	Period 2		10:13 – 11:24
Lunch		11:24 – 11:54	Advisory		11:31 – 11:51
Period 3		11:59 – 1:10	Lunch		11:51 – 12:21
Period 4		1:17 – 2:28	Period 3		12:26 – 1:37
Staff Meetings		2:35 – 2:55	Period 4		1:44 – 2:55
Period 5 (Extended Day)		3:00 – 4:00	Period 5 (Extended Day)		3:00 – 4:00

Final Exam Schedule	
Period 1	7:50 – 9:00
Period 2	9:05 – 10:15
Period 3	10:35 – 11:45
Period 4	11:50 – 1:00

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I: Student/Community Profile Data

Introduction

Helix Charter High School is a school of approximately 2450 students being served by approximately 200 staff members, located in a wonderfully diverse community. Built in 1952, the school has been a part of the area for more than 60 years and has a strong tradition of excellence in many areas, including academics, arts, and athletics. Helix staff, students, parents, and community members work together in a collaborative environment to ensure students reach their potential.

Helix was one of the first high schools in California to convert from a traditional high school to a comprehensive charter high school. The conversion occurred in 1997-98, and Helix became California's 150th charter school. At that time, Helix staff made a commitment to effective collaboration, innovation, and making sure that all students are prepared for the opportunity to attend college, should they so choose, following graduation. As such, Helix boasts a rigorous curriculum, as well as a comprehensive support system that makes it possible for students to push themselves toward higher goals. In order to graduate from Helix, all students must meet the A-G course requirements, which includes all of the courses needed to be eligible to apply to the UC/CSU systems. Students are also able to select Honors, Advanced Placement, as well as courses offered through our community college, Dual Enrollment Program. Dual enrollment courses allow our students to take college courses on the Helix campus, fulfilling high school graduation requirements while also earning actual college credits. Students also have access to programs that provide opportunities for careers in areas such as computer science, sports medicine, business/entrepreneurship, education, engineering, and culinary arts.

Helix's athletic program is one of the largest and most successful programs in Southern California. The program offers numerous boys' and girls' sports at the freshman, junior varsity, and varsity levels. The school also provides many performing arts courses - dance, drama, instrumental music, speech and debate, and vocal music - as well as clubs and organizations that meet students' interests. All of these extra and co-curricular opportunities are intended to connect students to school, as students who feel connected to their school tend to perform better academically.

Mission Statement: Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

Vision Statement: In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Main Purpose: Provide students with powerful learning experiences that help them gain the knowledge, skills, and insights that enable our students to make connections that transform their relationship to self, others, and the world!

Values and Beliefs

At Helix Charter High School:

1. We believe that all students can learn and become contributing members of society.
2. We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.
3. We value the diverse ideas, values, and cultures that enrich our school system.
4. We value a safe and supportive learning environment that promotes student achievement.
5. We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.
6. We believe that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.
7. We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.
8. We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.
9. We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

School-Wide Learner Outcomes (SLOs)

Graduates of Helix High School will be . . .

Constructive Thinkers who can

- solve realistic, complex problems
- use existing information to make reasonable recommendations and predictions
- use logical analysis in practical contexts
- determine the validity of complex information

Effective Communicators who can

- gather and understand information from a variety of perspectives and formats
- synthesize and evaluate information and defend the conclusions
- clearly present information in many forms
- participate in dialogue and decision-making

Informed Decision Makers who can

- objectively evaluate themselves
- develop plans for achieving academic and/or career goals
- demonstrate personal responsibility for life choices
- assess, evaluate and reflect upon work

Functional Producers who can

- effectively use appropriate technology

- create appropriate products for specific audiences and markets
- participate as team members

Involved Citizens who can actively participate in participate in civil discourse

Self-Directed Learners who can use appropriate resources to seek out the best information

Healthy People who can make informed decisions about their physical and mental health

Critical Learner Needs (CLNs)

Helix will develop the culture and the capacity in all staff to promote

1. Academic stamina, perseverance, in our students:

- a. the ability to concentrate for extended periods of time to gain knowledge, problem-solve and create high-quality products and performances.
- b. the ability to work independently.
- c. the belief that hard work leads to success

2. Critical reading skills: College-Career ready readers in all core subject areas benchmarked to CCSS, NGSS, redesigned SAT, AP.

- a. Clear understanding of predictable text structures in each discipline
- b. Clear understanding of typical syntactic structures in each discipline
- c. Academic vocabulary acquisition
 1. High-frequency words across disciplines
 2. High frequency discipline-specific terminology
- d. Highly developed skills in drawing inferences, recognizing analogies, understanding multiple meanings of words, etc.

Faculty/Staff Demographics

2017-18 Certificated Staff by Ethnicity

African American	Asian or Pac Islander	Hispanic	White	Two or More Races	No Response	Total
1	2	5	93	1	4	106

Source: [CDE Dataquest](#) and local

2017-18 Classified Staff by Ethnicity

African American	Asian or Pac Islander	Hispanic	White	Two or More Races	No Response	Total
1	5	20	38	5	0	68

Source: [CDE Dataquest](#)

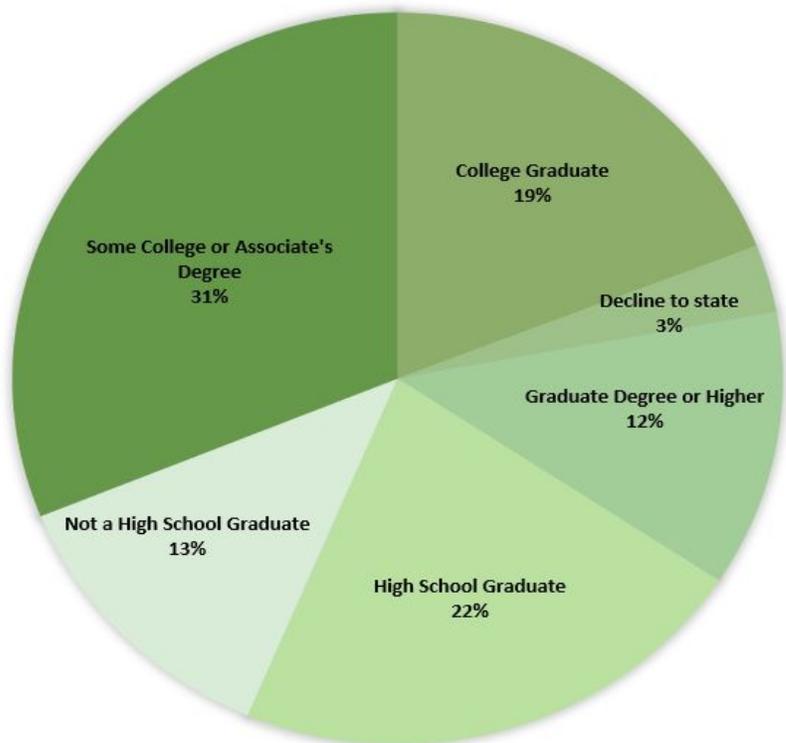
The lack of ethnic diversity among Helix staff continues to be an area of concern, and the Helix Strategic Plan and LCAP has recognized the critical need to recruit faculty and staff members that are more representative of our student population.

Parent Education Level Data

The chart to the right shows the educational background of Helix students' parents, based upon a survey administered during summer registration in 2018. A total of 4586 parents/guardians responded. A full 31% of those surveyed are college graduates, with 12% having graduate degrees or higher. In addition, 31% reported having some college or an associates degree.

The Helix school community is aware of the challenges many students face due to parent education level and low socioeconomic status. As this graph attests, Helix students come from a broad range of family educational backgrounds, and many graduates are among the first in their families to be attend four-year universities.

2018-19 HELIX PARENT/GUARDIAN EDUCATION LEVEL

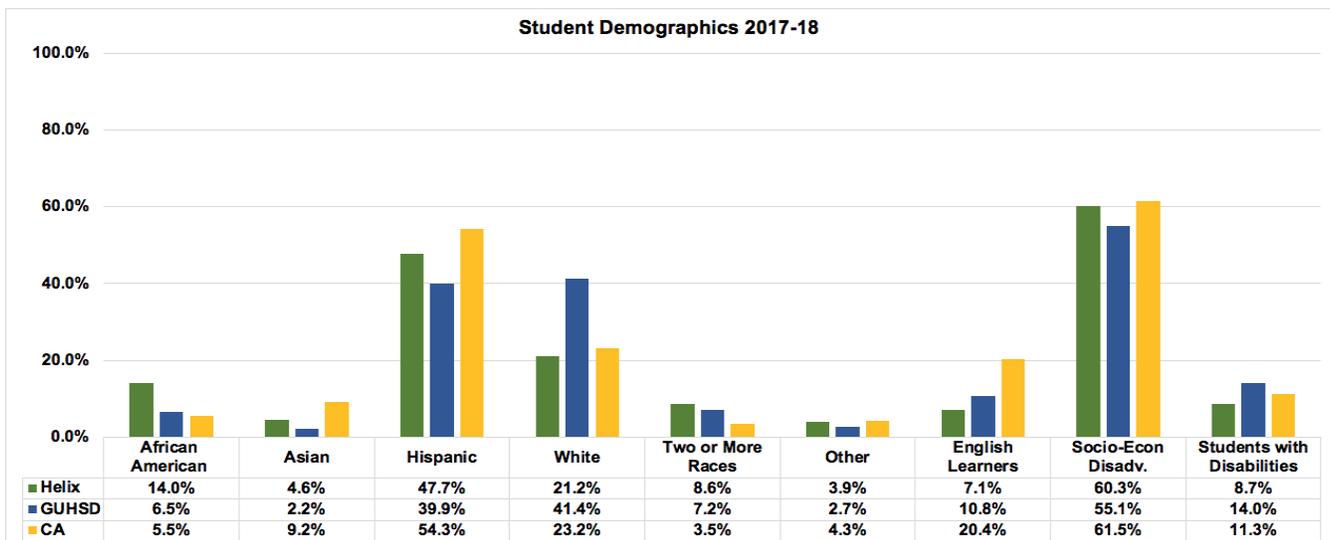


Student Demographics: Percentage of Total Population

Year	Total Enrollment	African American	Asian	Hispanic/Latino	White	Two or More Races	Other	English Learners	Socio-Econ Disadv	Students Disabilities
2017-18	2465	14.0	4.6	47.7	21.2	8.6	3.9	7.1	60.3	8.7
2016-17	2511	15.9	4.9	47.7	19.6	8.8	3.2	7.0	62.2	8.1
2015-16	2475	17.0	4.7	47.5	19.0	8.7	3.1	7.8	62.1	8.9
Percent Change	-0.4	-17.6	-2.1	+0.4	+11.6	-1.1	+25.8	-8.9	-2.9	+2.2

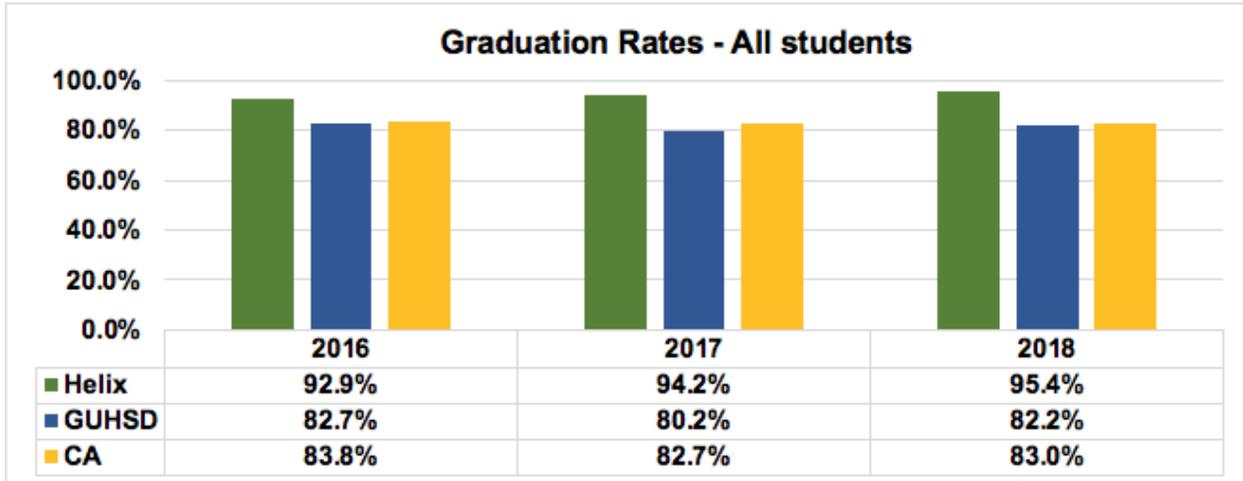
Overall enrollment at Helix has remained steady at 2,465 total students. The racial and ethnic diversity of the student body remains a strength of Helix. As illustrated in the table above, since the 2015-16 school year, the African American population has declined slightly from 17.0% to 14.0%. However, as shown in the graph below, our African American student population in 2017-18 was significantly higher than the State at 5.5% and the Grossmont Union High School District (GUHSD) at 6.5%. Helix Asian student population has remained relatively the same at 4.6% of our student population; however, in 2017-18 it is significantly lower than the States at 9.2% and slightly higher than GUHSD at 2.2%. The largest subgroup of students at Helix is Hispanic/Latino students at 47.7%. The Helix Hispanic student population of 47.7% in 2017-18 is lower than the State at 54.3% and higher than GUHSD at 39.9%. The white student population at Helix has increased slightly to 21.2% of the overall student population. The white student population of 21.2% is slightly less than the State at 23.2% but significantly less than GUHSD at 41.4%. Students identified as two or more races and other have remained relatively the same over the past three years.

Special student populations at Helix as illustrated in the table above have all remained relatively the same percentage of overall student population since the 2015-16 school year. As illustrated in the graph below, English Learner (EL) population was 7.1% which was significantly lower than the State at 20.45% yet similar to GUHSD at 10.8%. In 2017-18, socio-economically disadvantaged students at Helix were 60.3% of the overall student body which was relatively the same as the State at 61.5% and higher than GUHSD at 55.1%. In 2017-18, students with disabilities at Helix were 8.7% which was lower than the State at 11.3% and GUHSD at 11.3%.

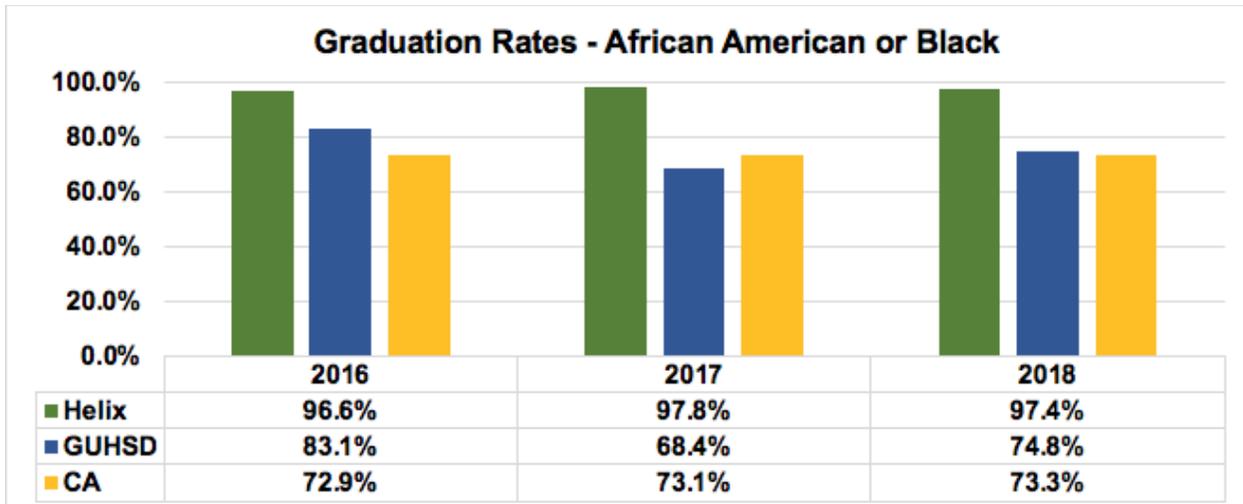


Graduation Rates

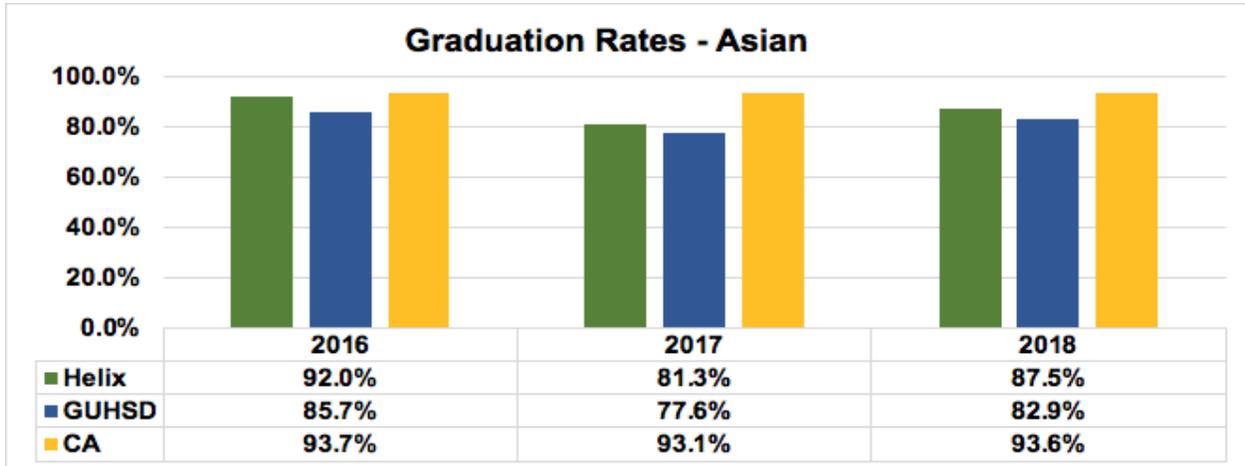
The Helix school community is proud of the improvements made in the overall graduation rates for all students and subgroups of students. The following graphs show the Helix graduation rates for last three years as compared to the graduation rates for students in GUHSD and the State.



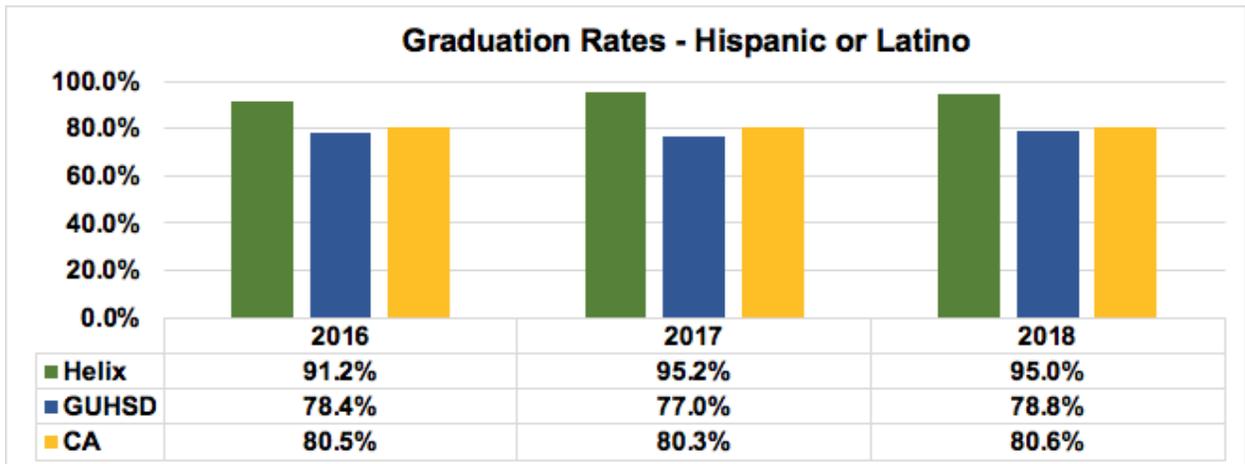
The above graph illustrates that the graduation rate for all students at Helix has increased from 92.9% to 95.4% since 2016 while the graduation rates have declined in the GUHSD and the State.



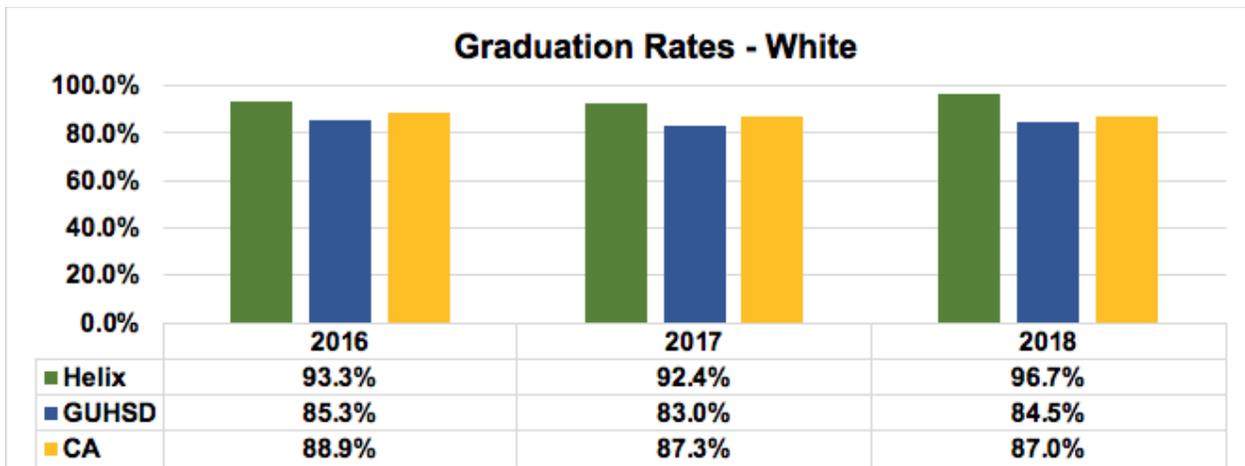
The graph above shows that the African American graduation rate of 97.4% at Helix is very high as compared to GUHSD and the State. The Helix school community is particularly proud of the success of our African American students at Helix.



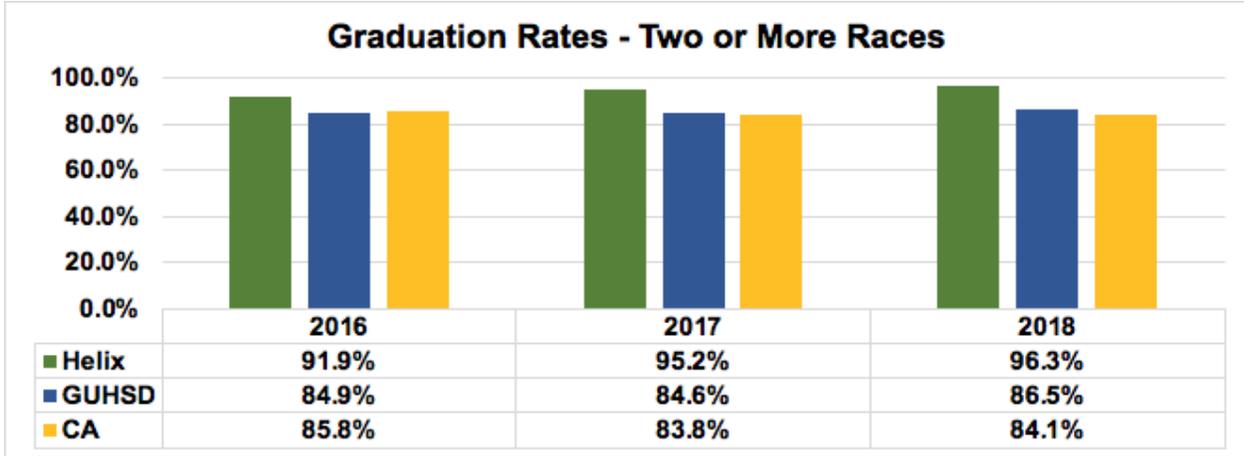
The variance of our graduation rates of Asian students is tied to the small size of the group. One less student graduating in one year to the next can swing the graduation rate significantly.



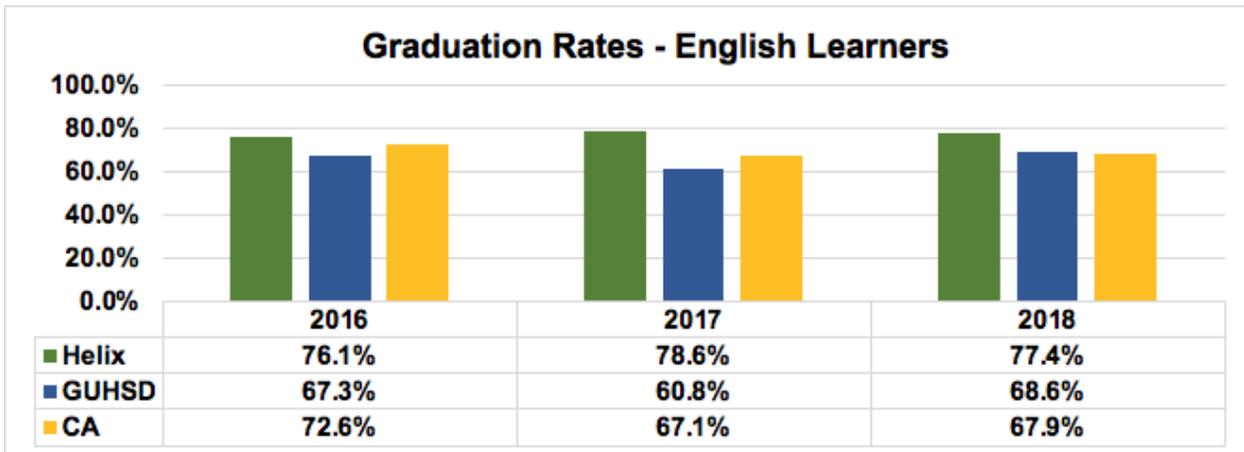
The graduation rate for Hispanic students, the school's largest subgroup, is very high as compared to GUHSD and the State.



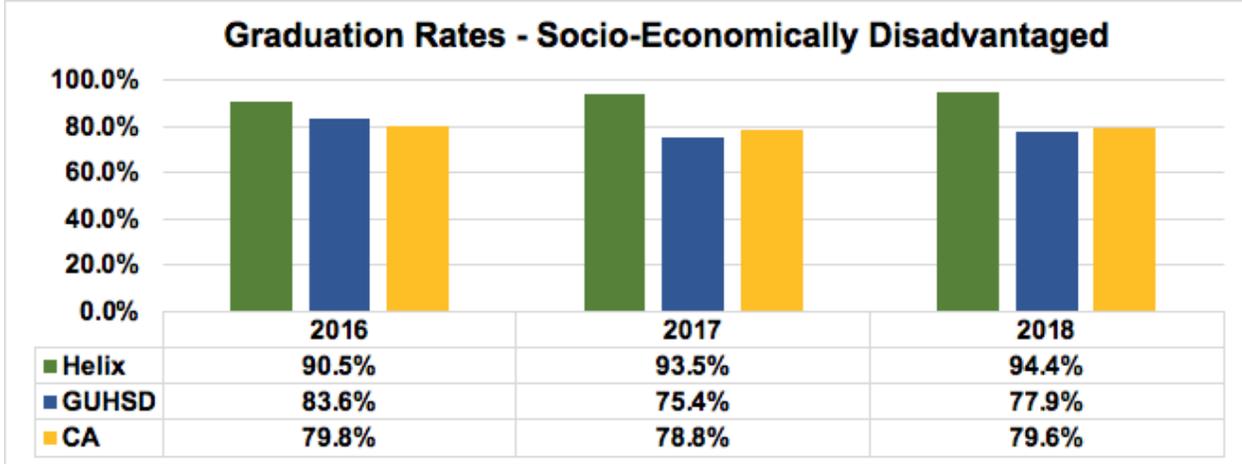
White student graduation rates at Helix have increased since 2016 and are significantly higher than GUHSD and the State.



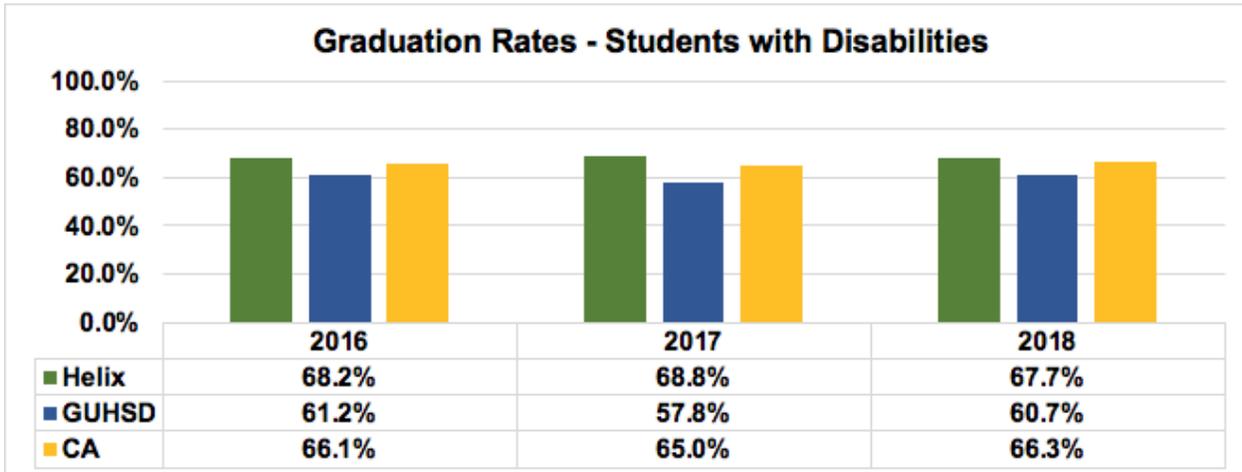
The above graphs illustrate that all Helix student ethnic groups and races have graduation rates of 95% or higher. Effective collaboration and innovation of the entire Helix school community is largely responsible for the reduction in the achievement gap reflected in the school's graduation rates.



The graduation rates for English Learners (ELs) have remained steady in the the high 70% ranges since 2016. The school has focused on training staff on best practices in working with EL students and redesigning the ELD program to provide more targeted support for EL students. These efforts have shown promise as EL student A-G rate completion rates, CAASPP scores, and college readiness indicators are high as compared to GUHSD and the State. The school is confident that graduation rates of EL students will improve in the coming years.



Since 2016, the graduation rates for students dealing with economic hardship has increased steadily at Helix while the rates for this subgroup of students in GUHSD and the State have declined.

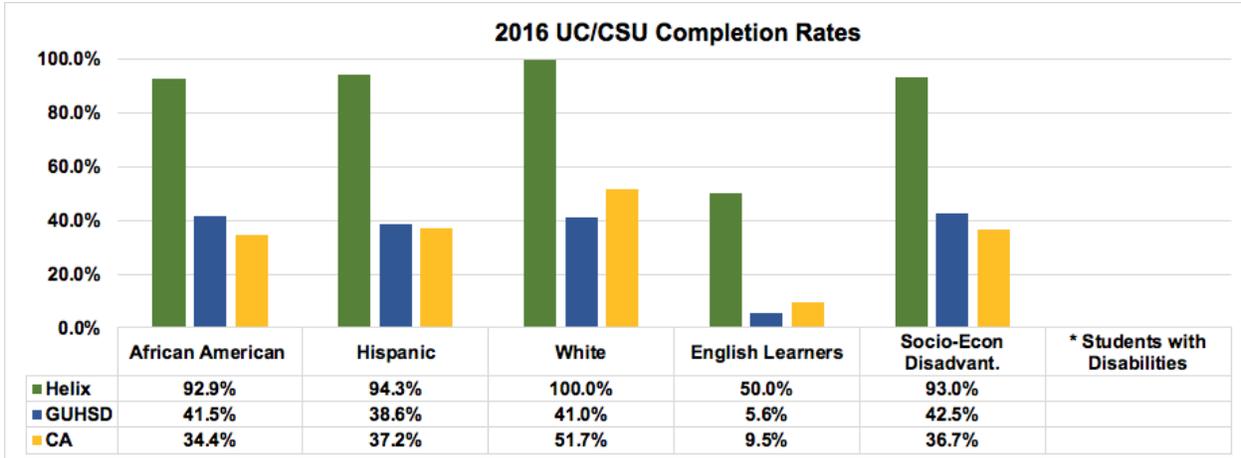


The graduation rates for our students with disabilities at Helix have remained steady since 2016. The school is focused on training staff on best practices in working with students with disabilities and redesigning our SPED program to provide more targeted support and increase the thoughtful inclusion of these students throughout the school’s educational program. The school community is confident that graduation rates of students with disabilities will improve in the coming years.

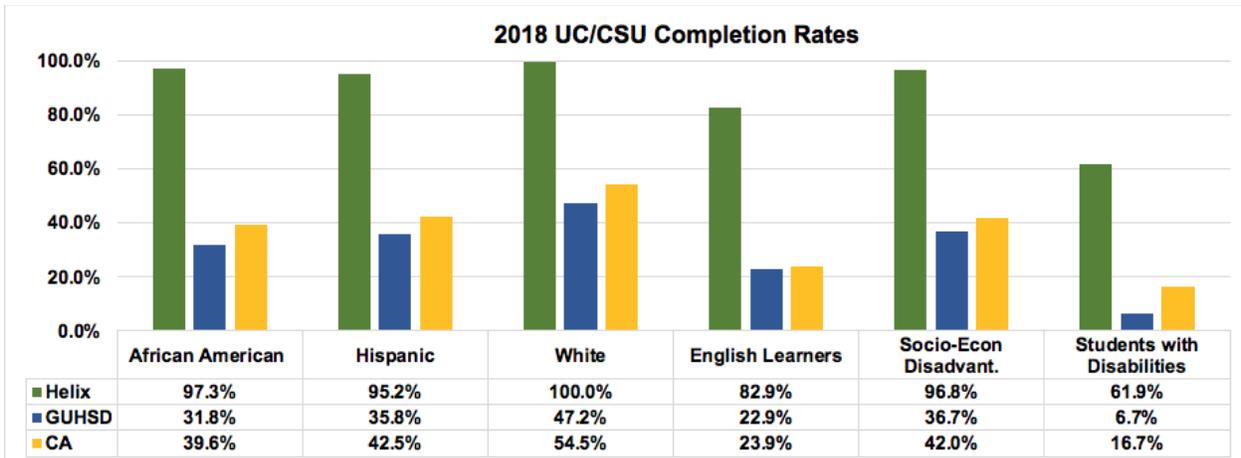
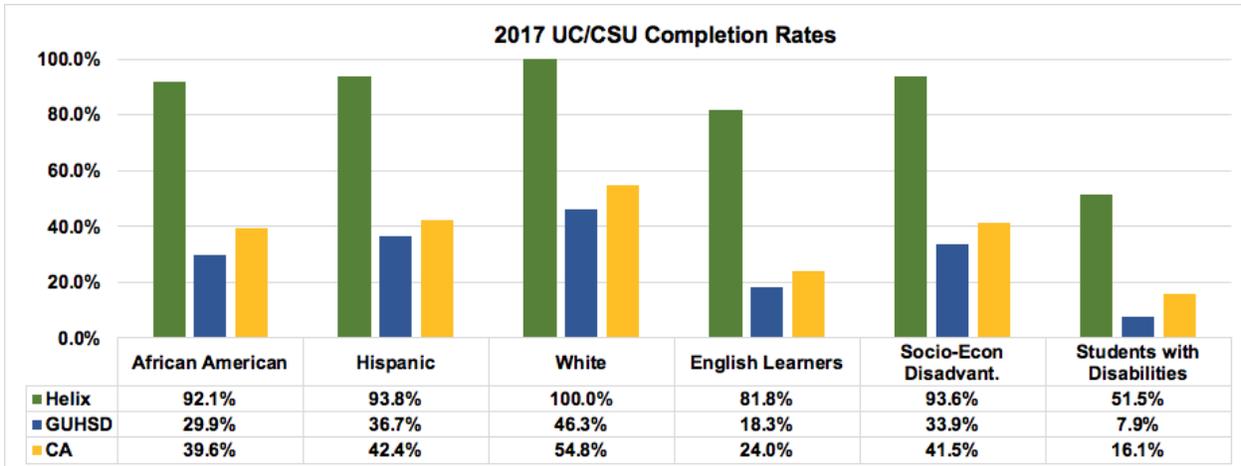
UC/CSU A-G Completion Rates

The number one LCAP goal in the school’s strategic plan is to provide all students with a comprehensive rigorous academic program. This goal is aimed at providing all students a broad course of study to prepare all students to be college and career ready and to reach their personal and academic potential. It is not enough to simply graduate more students, rather it is the school’s mission to graduate students prepared for success in college. The following graphs illustrate that all significant subgroups at Helix are completing the rigorous UC/CSU A-G entrance requirements at high rates.

HCHS ACS WASC Mid-cycle Progress Report 2019



* A-G completion rates for students with disabilities were not available on the CDE Dataquest site



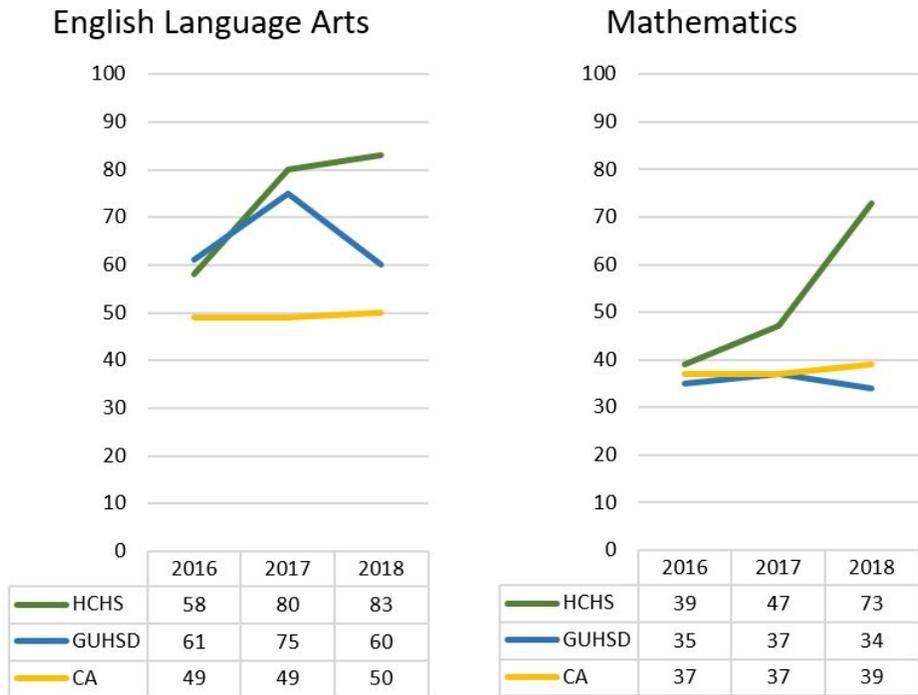
Since 2016, the percentage of students meeting the UC/CSU A-G entrance requirements has increased for all underserved significant subgroups of students. Most impressive is the fact that in the graduating Class of 2018: 97.3% of African American students met the A-G requirements as compared to only 39.6% in the State; 95.2% of Hispanic students met the requirements as compared to 42.5% in the State; 100% of white students met the requirements as compared to 54.5% in the State; 82.9% of

EL students met the requirements as compared to 23.9% in the State; 96.8% of economically challenged students met the requirements as compared to 42.0% in the State; and finally 61.9% of students with disabilities met the requirements as compared to 16.7% in the State. A greater percentage of students with disabilities at Helix met the requirements than white students in the State.

In the next sections, data will demonstrate that providing students with a rigorous course of study has paid dividends in Helix students performance on CAASPP standardized assessments as well their college readiness.

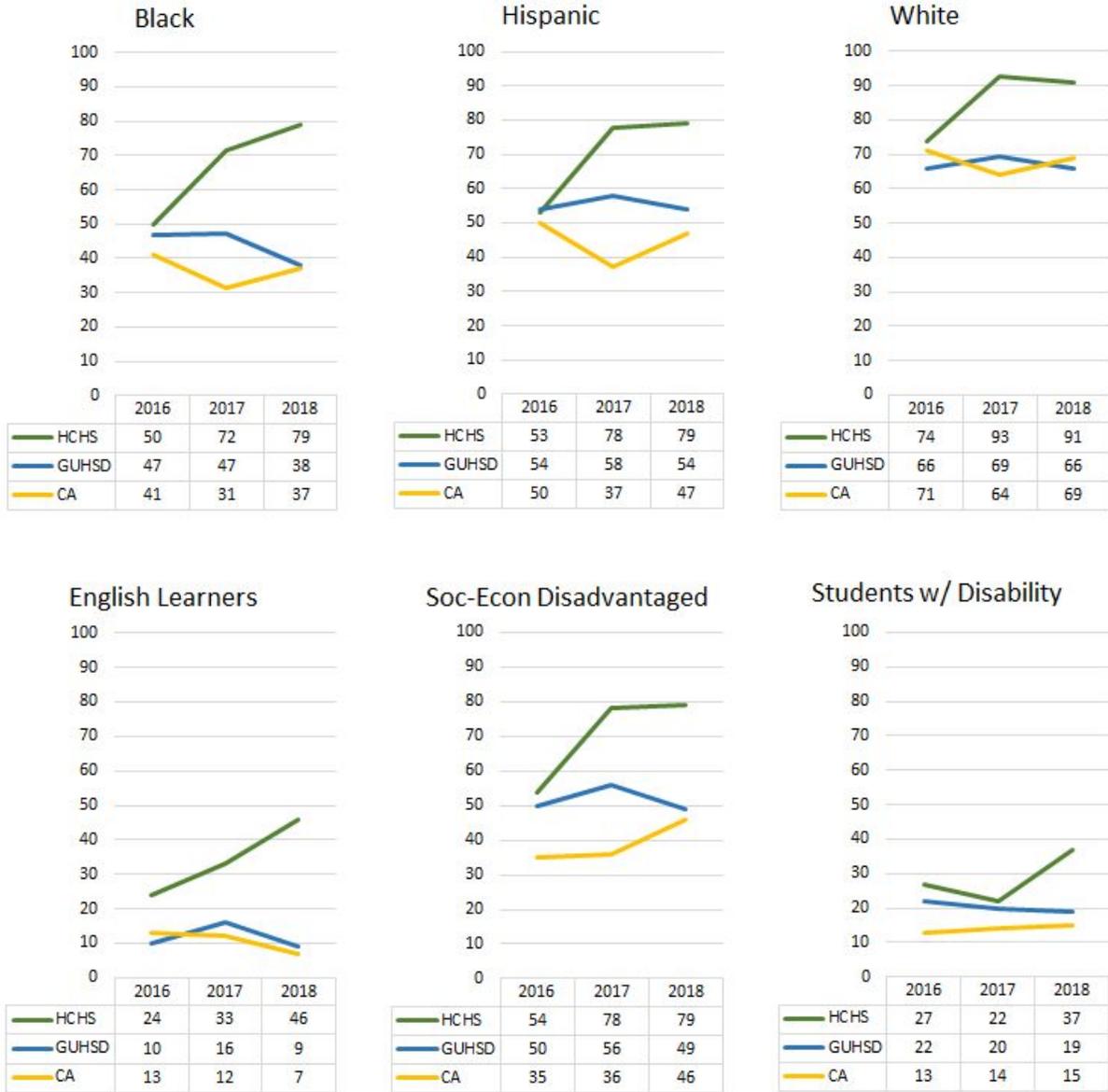
CAASPP and Smarter Balanced Testing Results

2016-18 Percentage Comparison of All Students Who Met or Exceeded Standard for SBAC



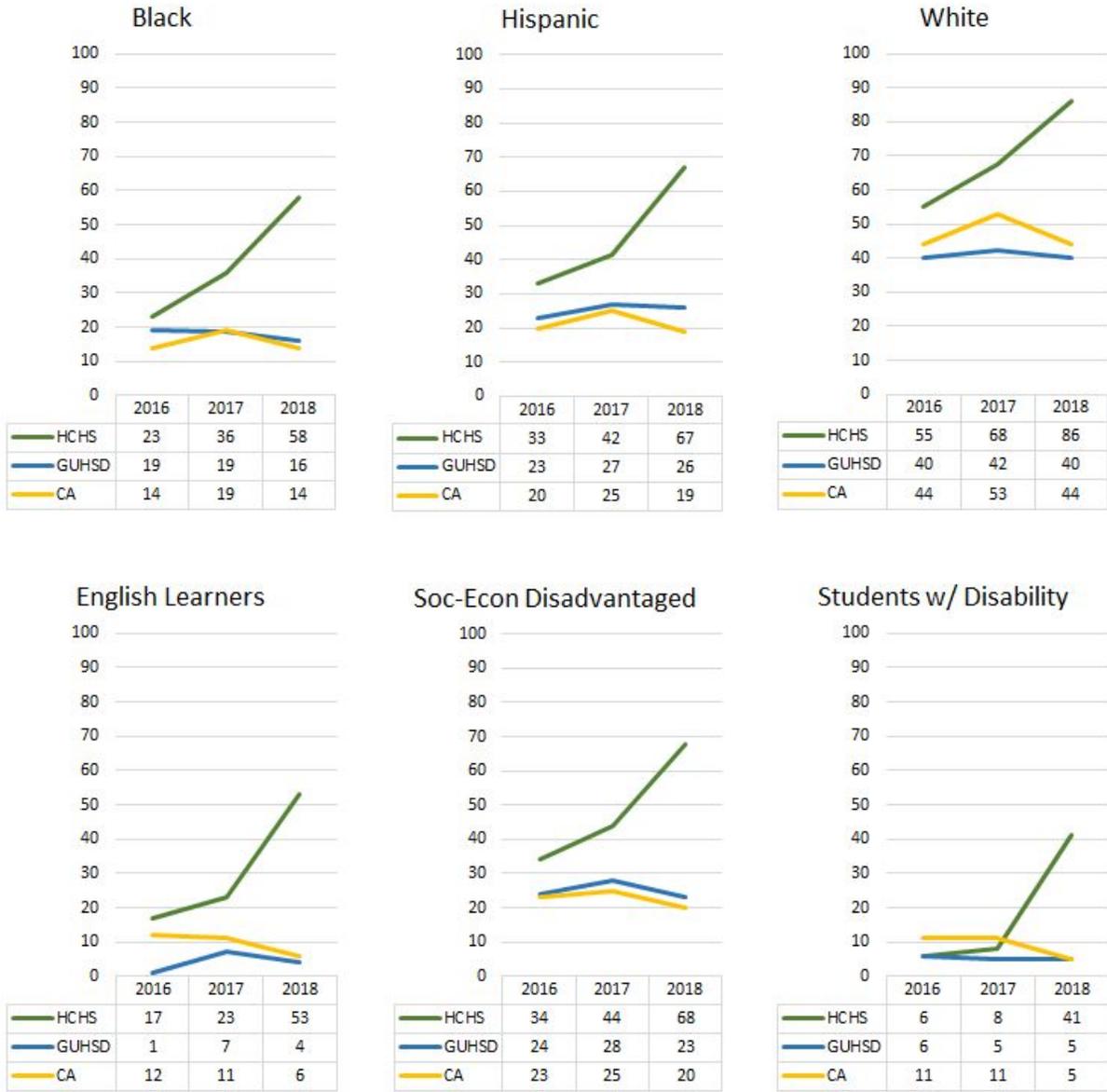
The Helix school community is proud of the our overall student performance on the SBAC in English Language Arts (ELA) and mathematics. The increase in students meeting or exceeding standard on ELA of 25 percentage points since 2016 represents a percentage change of 43%. The increase in students meeting or exceeding standard on math of 34 percentage points since 2016 represents a percentage change of 87%.

2016-18 Percentage Comparison of Students Who Met or Exceeded Standard for SBAC English Language Arts by Subgroup



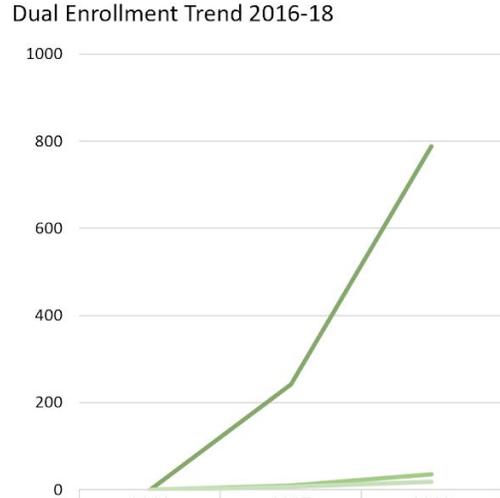
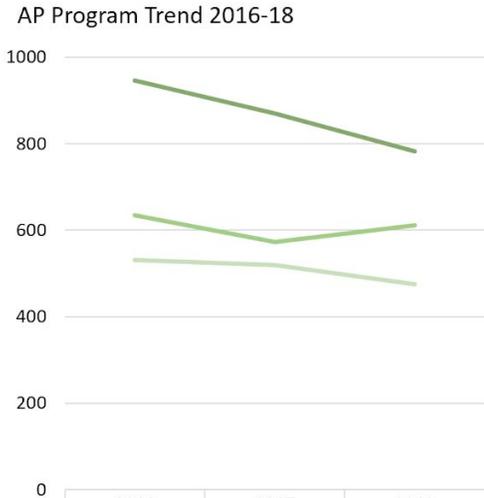
The Helix school community is extremely proud that all subgroups of students at Helix are far outperforming their counterparts in the GUHSD and the State on the ELA portion of the SBAC. In fact, Hispanic, black, and socio-economically disadvantaged student groups at Helix outperformed the highest performing subgroup, white students, in the GUHSD and the State. The achievement gap between the lowest performing subgroups at Helix, EL and SWD students, and the highest performing subgroup has closed significantly since 2016. The differential between white students in the State and EL students meeting or exceeding the ELA standards at Helix was 47% in 2016; however, in 2018, the differential reduced to only 23%. The differential between white students in the State and SWD students at Helix was 44% in 2016 and only 24% in 2018.

2016-18 Percentage Comparison of Students Who Met or Exceeded Standard for SBAC Math by Subgroup



The Helix school community is extremely proud that all subgroups of students at Helix are far outperforming their counterparts in the GUHSD and the State on the math portion of the SBAC. In fact, all student subgroups at Helix outperformed the highest performing subgroup in the GUHSD, white students. Most impressive is the fact that the lowest performing subgroup at Helix, SWD students, outperformed white students in the GUHSD. The math results indicate that Helix has made significant progress in closing the achievement gap for significant subgroups of students at Helix. School leadership has identified double dosing of math at both the algebra I and algebra II levels as well as the availability of concurrent math support in our Academic Support Program every period of the day as the key to this success for all students in math.

AP and Dual Enrollment

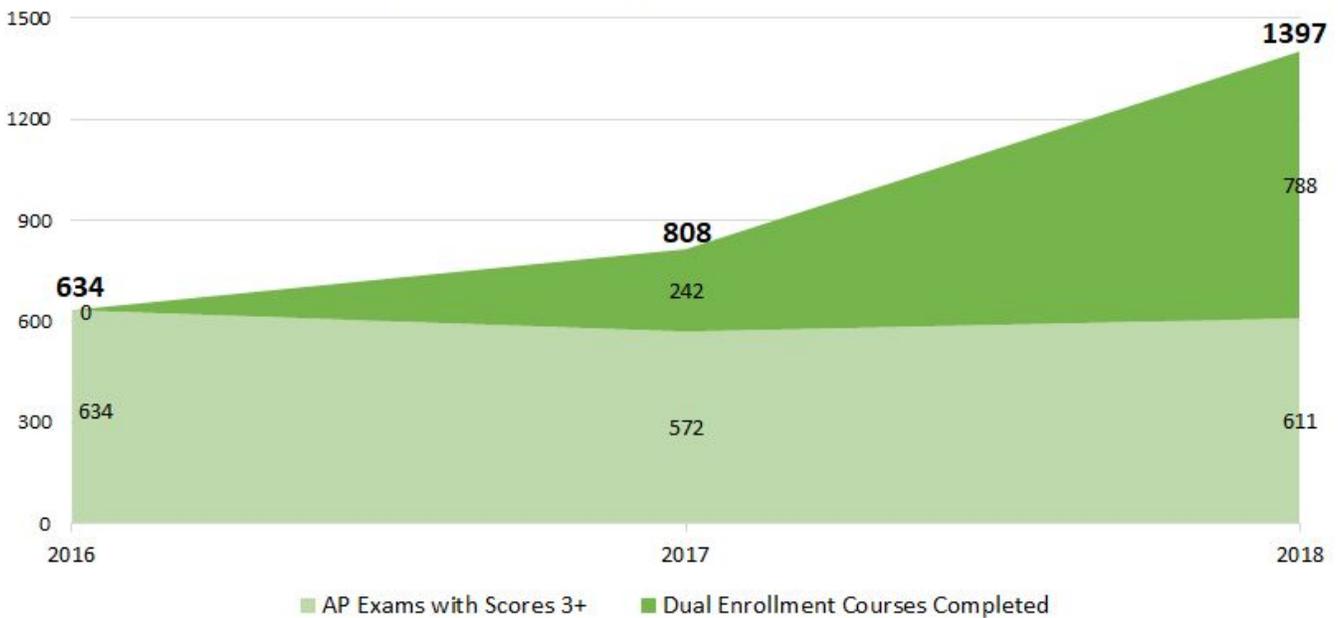


	2016	2017	2018
AP Exams Taken	946	870	782
AP Exams Scored 3+	634	572	611
AP Students	531	519	475

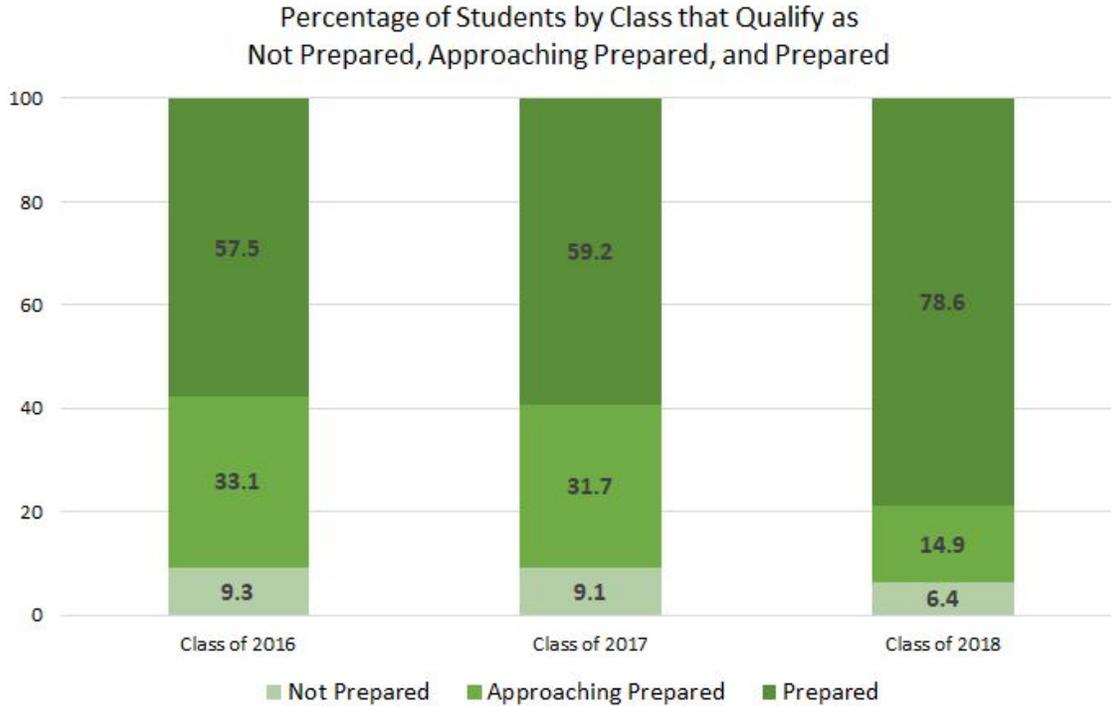
	2016	2017	2018
Courses Completed	0	242	788
Sections	0	9	35
Courses	0	6	18

The school community is very proud of the AP and Community College Dual Enrollment Programs. Helix has fewer students taking AP exams because of the implementation of our new Dual Enrollment Program; however, there has not been a significant dip in the number AP exams passed. Last year, students passed 611 AP exams and 788 dual enrollment community college courses on the Helix campus. As a result, Helix students completed 1,397 college credit bearing courses in 2017-18.

College Credit Bearing Courses Completed 2016-18

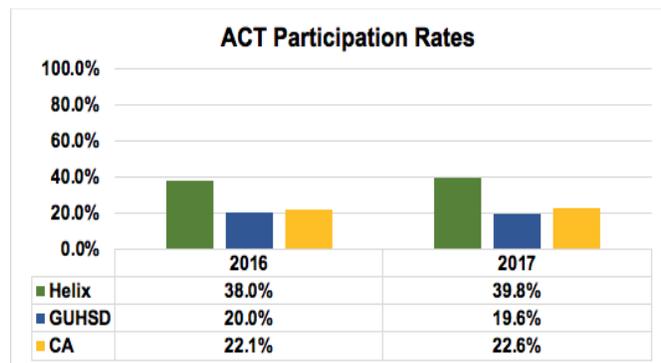
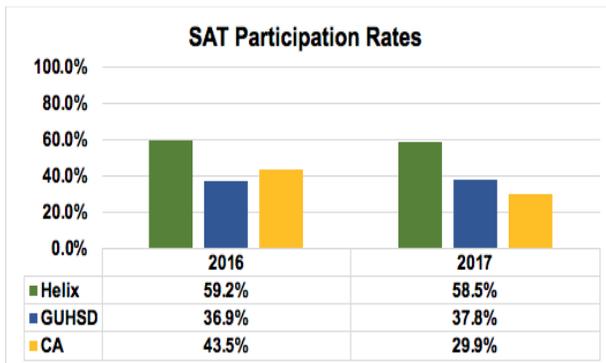


College Readiness, California Dashboard



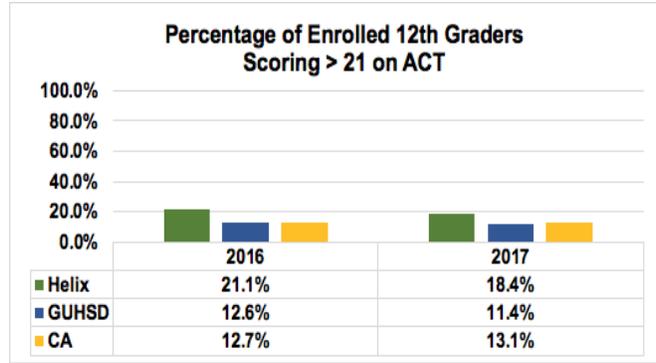
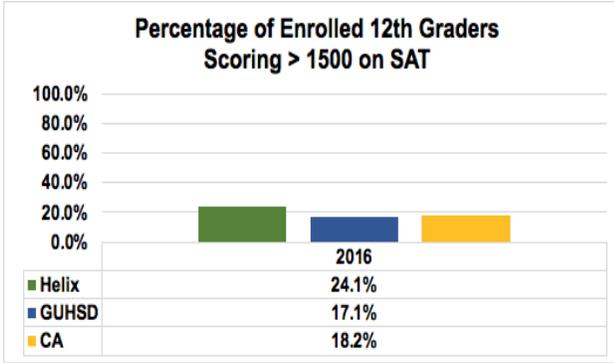
Student success on the SBAC, AP exams, CTE courses and in dual enrollment courses has led to more Helix students being prepared for college. For 2018, it was reported that 78.6% of Helix students were prepared for college while in the State only 42.2% of students were prepared for college, making the differential between Helix and the State 36.4%.

SAT and ACT Performance



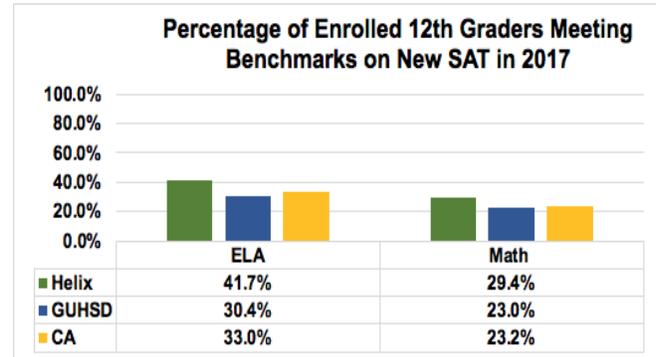
2018 SAT/ACT Results are not available on CDE Dataquest website.

In 2016 and 2017, almost 60% of Helix students enrolled 12th grade took the SAT exam and almost 40% of enrolled 12th grade students took the ACT. The high participation rates bring our average test scores down; however, more of our students are able to demonstrate their capacity to succeed in college by taking these exams.



SAT change scoring methods in 2017

In 2016, 7% more enrolled 12th graders at Helix scored greater than 1500 on the SAT and 7.5% more enrolled 12th graders scored greater than 21 on the ACT as compared to the GUHSD. In 2017, 7.4% more of our students scored greater than 21 on the ACT and 8.7% more students met the ELA benchmarks and 6.4% more students met the math benchmarks on the new SAT as compared to the GUHSD. Although the percentage of 12th grade students at Helix



performing well on the SAT and ACT is better than the GUHSD and the State, the school is taking actions to prepare students to perform better on these exams moving forward.

Chronic Absentee Rates

Chronic Absentee Rates	Helix			GUHSD			CA		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	N/A	3.5%	3.9%	N/A	15.1%	15.2%	N/A	10.8%	11.1%
African American	N/A	3.2%	3.2%	N/A	17.0%	16.2%	N/A	19.0%	20.1%
Hispanic	N/A	3.2%	4.6%	N/A	16.5%	16.5%	N/A	11.7%	12.1%
White	N/A	4.6%	3.2%	N/A	14.2%	14.6%	N/A	9.7%	9.7%
English Learners	N/A	1.8%	3.8%	N/A	17.7%	20.6%	N/A	10.5%	11.1%
SED	N/A	4.0%	4.9%	N/A	17.8%	18.9%	N/A	13.5%	13.9%
SWD	N/A	11.4 5	7.9%	N/A	25.5%	25.7%	N/A	18.0%	18.4%

As ADA is a key factor in funding for direct-funded charter schools, and because school attendance is such a crucial factor in student achievement, the entire Helix staff, and more specifically the Grade Level Teams, work hard to ensure strong attendance. The low chronic absentee rates in the previous table illustrates the school’s commitment and focus on attendance.

Suspension and Expulsion Rates

Suspension Rates	Helix			GUHSD			CA		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	3.8%	2.3%	1.9%	3.9%	4.4%	3.6%	3.7%	3.6%	3.5%
African American	6.3%	3.8%	3.9%	10.1%	9.3%	9.0%	10.1%	9.8%	9.4%
Hispanic	3.2%	1.8%	1.6%	3.7%	4.4%	3.3%	3.7%	3.7%	3.6%
White	2.4%	2.8%	1.1%	3.1%	3.8%	3.1%	3.1	3.2%	3.0%
English Learners	4.5%	1.7%	2.7%	4.8%	6.7%	4.7%	3.1%	3.1%	4.4%
SED	4.1%	2.9%	2.4%	4.8%	5.9%	4.7%	4.7%	4.7%	4.4%
SWD	6.6%	4.2%	5.0%	10.5%	9.5%	8.3%	7.4%	7.1%	6.8%

Expulsion Rates	Helix			GUHSD			CA		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	.04%	.12%	.04%	.42%	.49%	.42%	.09%	.09%	.08%
African American	.23%	0	0	1.01%	1.19%	1.01%	.23%	.21%	.22%
Hispanic	0	.16%	.08	.41%	.53%	.38%	.09%	.10%	.09%
White	0	.20%	0	.29%	.37%	.37%	.07%	.07%	.06%

As the tables above show, both the rate of suspensions and expulsions at Helix have declined in recent years. The focus on building a culture of high academic expectations in a caring environment, coupled with student leadership in regard to anti-bullying sentiment and valuing education has led to greater levels of respect for students and staff and fewer offenses for which students are suspended or expelled.

II: Significant Changes and Developments

TOSAs: A Team of six teachers on special assignments (TOSAs) from multiple disciplines was created to work collaboratively in support of teachers in their ongoing professional growth and development.

Responsibilities are to:

- Research current best instructional practices and organize relevant training
- Support individual teachers and/or groups of teachers to implement best instructional practices focused on the California State Teaching Practices (CSTPs)
- Help teachers use technology in transformative ways to support instruction and student learning
- Create our school-wide professional development plan [Annual PD Document](#)
- Facilitate individual teachers in the development and implementation of an individualized professional growth plan based in the CSTPs

The addition of the TOSA team has benefited our staff with relevant and ongoing professional development. TOSAs have been specifically trained to be able to peer coach other teachers and have provided support for integrating technology in the classroom. The TOSAs are currently developing a new evaluation system focused on teacher growth and development of instructional practices in service of student learning with the support of the San Diego County Office of Education's E3 project.

CLT Work Plans & Noticing Protocols: HCHS Professional Learning Communities are comprised of Course Level Teams (CLT) which allows for professionals to work together to implement best practices, review student work, and align course content so that students have equal opportunity for success. Since WASC in 2016, we have redesigned our CLT work plans to better document and guide our work. The redesigned work plans ask teachers to identify student learning goals associated with the SLOs/CLNs and SBAC target claims. This is in response to our WASC action plan to better integrate our SLOs/CLNS in our school culture. CLTs then develop action plans around improving instructional practices in service of student learning. Finally, CLTs collect student work samples to assess student learning around the learning goals. Additionally, we have updated our noticing protocols to better track and analyze student data over time. Here is a link to all [CLT Work Plan Folders](#).

NWEA Testing: In response to recommendations from the WASC 2016 Visiting Committee, HCHS adopted NWEA testing to improve the the collection and analyzation of data over time. HCHS has begun testing math and English classes and are currently working with NWEA to improve data collection.

Math Department Additional Staffing: Before 2016, HCHS created a "double dose" year long Algebra I with huge successes. Last year, year long Algebra II and year-long Algebra IH were implemented and several new hires joined the department to accommodate the additional sections.

11th Grade Year Long Algebra II

Beginning with the 2017-18 school year, Algebra 2C is now a full year (four quarter) course. Specifically, the students are enrolled into:

Quarter 1: Algebra Review (non A-G)

Quarter 2: Algebra 2C-1

Quarter 3: Algebra 2C-2

Quarter 4: Algebra 3C-1

This schedule allows the students to have math every day of their junior year. As noted above, they are credited with 1.5 years of college preparatory mathematics in a single school year. This is because in addition to completing Algebra 2C they also take a semester of Algebra 3 which satisfies part of the "G" (College prep elective) requirement for the CSU/UC application. Having students take math throughout their junior year is a critical factor in boosting standardized test scores on both the SBAC and SAT tests as evidenced in section I of this document.

9th Grade Year Long Algebra 1H/Geometry 1H

Beginning with the 2018-19 school year, high achieving freshman are enrolled into Algebra 1H and Geometry 1H back to back during the four quarters of their freshman year. The goal of this placement is to allow more Helix students to take Advanced Placement Calculus during high school. By having completed Geometry by the end of the ninth grade, these students will be on track to take Calculus as seniors.

The students are placed into this course sequence based on their results on the NWEA math test which all students have the opportunity to take during the summer prior to beginning the 9th grade. Students scoring above the 85th percentile on the nationally normed NWEA are enrolled into the course. This score places them more than one standard deviation from mean on the nationally normed test.

For the 2018-19 school year a total of 159 students began the year in this course sequence. We will be monitoring these students from the class of 2022 over the next four years to see if we do in fact have a larger number of students taking Calculus as seniors. For point of reference, in 2018 Helix had 77 students take the BC Calculus exam with 64 students earning a passing score while in the entire GUHSD only 39 students earned a passing score. The Math department is optimistic that this number will be significantly larger in 2022.

Academic Support Program (ASP): [Helix's Academic Support program](#) is an integral part of a [Pyramid of Interventions](#) providing Helix students academic support, life skills and opportunities to build connections on campus with caring adults. The academic coaches work with teachers, grade level teams, the Wellness Center and parents/guardians to provide the essential support that will keep students on track for graduation. Recognizing that all students learn differently and at different rates, academic coaches strive to develop individual support plans to help each individual student achieve the goals of becoming self-directed learners and graduating from Helix with their class.

In January 2016, five full time academic coach lead positions were added. The addition of these Lead positions has contributed to tremendous growth in the quality of service provided by the program. The Leads help support the implementation of the program structure and best practices throughout the day. They also serve as resource support and mentors to the temporary academic coaches. The Leads participate in developing and refining the program structure, policies and practices as well as contribute to the weekly staff development of the academic coaches.

In the 2017-18 school year, the program took on a more intentional focus toward becoming a paid educational internship program. We specifically advertise for people interested in careers in teaching, school counseling and school social work. Our weekly staff development is focused to provide current education experiences such as; growth mindset, classroom Management, Keys to Success (B. DePorter) and effective feedback strategies. Yearly career workshops in teaching, counseling and social work are offered to all ASP staff.

Programmatic additions over the last 2 years include: After School Algebra Support 3 days a week, Summer Math and Bridging camp for Identified rising 9th graders, Honors Scottie Connect (Study Hall) and we now have our ASP Planner as a digital document.

College Access Counselor & Programs: In 2015, Helix reimplemented the College Access Counselor Position as part of the school's Strategic Plan to better assist students in their pursuit of attending college after high school. A full-time credentialed counselor has opened a college center to provide a location and access to college information for all students. Through this position, several new programs have been implemented and data collection has occurred.

College Center

The College Center is a facility open to students daily to assist with all needs related to college. Students often utilize the center for assistance with test registration, test prep, college/scholarship: planning, searching, applications, admissions, registration, and enrollment. The college center also schedules admissions officers to visit and speak with students about their campuses.

Club College

Club College is a program that was expanded to run all year long instead of just during college application season. It has been opened to all grade levels instead of just seniors.

College 101

In Fall 2015, College 101 was piloted as a zero period course for students to get assistance with the complete college application process. There were 2 sections run with 20 students each. The first section was filled on a first come basis and ran with mostly high achieving students with involved parents who sought out the support. The second section had targeted enrollment of first generation low-income students (FLY) who did not have the knowledge and support from home. In 2017 and 2018 it became an after school class partnered with San Diego State School of Counseling Program. Second year graduate students worked with high school seniors under the supervision of the College Access Counselor to provide personal college counseling to FLY students in order to have them submit both college applications and financial aid applications as well as scholarship searching. In 2017 there were 51 students enrolled and now in 2018 there are 94 students.

Helix Apps Academy

Helix Apps Academy is a licensed program of Reality Changers that has been adapted to Helix's schedule and students. With the support of all the grade level counselors, we are running four groups out of the college center. A group is run every period of the day, and meets once a week. Groups started with over 20 students each and will run through the end of Fall semester. In the Spring the College Access Counselor and senior grade level counselor will run monthly workshops as follow up for these students throughout the college enrollment process.

SPACE Program

The Summer Personalized Assistance for College Enrollment program was born in the summer of 2016 to support recent high school graduates battle summer melt. Summer melt is a national problem of students graduating from high school with the intention of enrolling in college in the fall and for many reasons do not actually enroll. In 2016, the program was run with volunteers, open one day a week for students to seek out assistance with any issues that they encounter. SPACE also did outreach to students to remind them of upcoming tasks and deadlines they may be facing. In 2017, SPACE received funding through the CA College Readiness Grant. We were able to staff the program 4 days a week to provide more intentional campus specific outreach and more time to work with students individually. Group sessions were also offered to assist students with the tasks required on a campus specific basis.

Scottie/Griffin/Coyote Connection

This program was created to assist all seniors with the onboarding process for Grossmont/Cuyamaca Community Colleges. In conjunction with the senior grade level team and senior teachers, and Grossmont College Outreach Program, all seniors have the opportunity to get to the enrollment stage at their choice of local community colleges. The process includes: application, orientation, assessment, educational planning and financial aid applications. Every step of the process is offered on campus during class time except the assessment which is offered on campus multiple times during non-school hours. The goal of this program is for every graduate to have an option of college upon graduation. For many students this is a back up plan, but for others it is Plan A and they are getting the guidance they need to not only get enrolled, but connected to programs to help them succeed when there to achieve their personal educational goals. Now the the California College Promise, this process allows all students to complete the requirements to qualify for the free tuition program at either Grossmont or Cuyamaca Colleges.

Dual Enrollment

This program was brought back in Fall 2016 in partnership with Cuyamaca College. The program brought college courses onto the campus to provide accessibility for all students during the school day without cost. Helix has always had a strong Concurrent Enrollment program (students taking college classes at the college campus) but this was only available to students who had transportation and the funds to pay for the fees and books. Dual enrollment provides a selection of courses without the need to provide their own transportation or pay any money for fees or books. In the 2016 - 2017 school year we had 9 sections of 6 different courses with 242 grades issued. For the 2017-2018 school year the Community College District paired us with Grossmont College as they were looking to implement programs at all east county schools. We offered 34 sections of 18 different courses with 788 grades passing grades issued. In 2018-2019 school year, the program is offering 43 sections of 23 different courses. Over 1200 community college grades may be issued for 2018-19 school year. The Dual Enrollment Program offers students the experience to take classes that are, for the most part, more rigorous, and often less forgiving than high school courses: no retakes, fewer make ups, and no late assignments. The dual enrollment classes are often a "wake up call" for students who have not had a college experience. Dual enrollment provides an important glimpse into academics on a higher level, and offering college credit as the reward.

School-Wide 1:1 Chromebooks: In the 2015-16 school year Helix implemented a small chromebook pilot for approximately 250 freshmen students. The program was slowly expanded. By the 2017-18 school year, Helix had implemented one-to-one chromebook program school-wide. The program has fundamentally shifted our instructional practice and the ability of students to access information allowing for better differentiated instruction while working toward closing the achievement gap. Canvas pages are used to make a variety of materials available to students, differentiate instruction, and provide extended learning opportunities. Students are able to access information at their own pace inside and outside of the physical classroom.

New IT Staff and Office Remodel: In the 2016-17 school year, Helix added the position of Director of IT and Data Systems. During the 2017-18 school year, Helix added the position of Senior IT Systems Engineer and Administrator. The addition of these to new positions have had a significant impact on the effectiveness of technology delivery, services, and support on campus. During the summer of 2018, the IT Office was remodeled to better support our 1:1 program and campus-wide technology needs. This remodel included:

- A service window for students needing assistance w/ Chromebooks
- Expanded work area for supporting students and teachers in troubleshooting and training
- A secure area to store backup hardware and other technology

Significant Changes to SPED: Since 2016, The Mild/Moderate Special Education Department has implemented a more robust co-teaching model into the 4 major subject areas: English, Math, Science, and Social Science. Depending on the volume of courses offered in that subject area, one or two Special Education teachers are assigned to support a designated subject. The Special Education teacher works directly with one specific General Education department to designate courses identified as needing extra support. The Special Education teacher will then provide direct support into the designated General Education classroom through our co-teaching model. Additionally, the Special Education teacher assigned to that subject area will work with all General Education teachers in that department to determine and implement appropriate, IEP-driven modifications when necessary. Each of the Special Education teachers also teaches at least one period of Study Skills. The Study Skills classes are supported by Academic Coaches who are proficient in each subject area, which allows the students enrolled in the class a high staff to student ratio.

Since the implementation of this new program model, the SBAC scores for Special Education have increased significantly, especially in the area of Math.

Significant Changes to ELD: HCHS has revamped the ELD program in order to help ELL students meet the A-G requirements more consistently. Students now spend less time in sheltered courses and are now in a new ELD support class while enrolled in college prep courses. The support class is taught by a credentialed ELD teacher and is assisted by a full-time instructional aide. Students get one-on-one and small group support with all of their classes: math, science, English, and history. HCHS is tracking the Lexile scores, SBAC scores, and student performance in classes to evaluate the effectiveness of this program change.

Career Technical Education (CTE) Additions: The [EDGE](#) Leadership team comprised of one person per CTE pathway and is overseen by the CTE administrator was created to oversee the development

and implementation of CTE pathways. There are Advisory committees for each pathway which includes industry partners, staff and EDGE leadership.

Computer Science/Engineering Pathway: In 2017-2018 school year, Computer Science/ Engineering Pathway was created with the aspirations to separate these into two distinct CTEs. The Computer Science/Engineering Pathway equips students with the personal, analytical, technical and communications skills they need to thrive in IT as well as the digital multimedia skills and experiences needed to function in today's world, whether in higher-education, professional careers or everyday life.

In the 2017-2018 school year, three STEM and CS courses (Intro to Robotics, Intro to Computer Science and MESA) were added for Freshman to choose from to fulfil their technology requirement. AP Computer Science Principles was also added with enough student interest to run 4 sections. Our pass rate on the APCSP exam was 80% (the national pass rate was 68.9%) With the introduction of these new courses, two teachers within the Technology Department have received training, through the AP Board and [Exploring Computer Science](#) (both national programs). To meet the growing demand from students APCSP was expanded from four to five sections this year.

Future Teacher Pathway: In January of 2018, Helix Charter was awarded an SSP grant to develop and implement a CTE - Future Teacher Pathway consisting of courses at the 11th and 12th grade level and an internship component. This new and innovative program will focus on social justice, equity, and diversity in developing a culturally responsive curriculum within the education pathway. Teachers and students will create lessons, online activities, presentations, and develop assessments with this explicit focus. The innovative use of technology will assist in the delivery of curriculum, assess learning and gauge student progress toward learning outcomes. *Future Educators* will inspire more underrepresented students to pursue teaching as a career through meaningful learning opportunities and authentic work based learning experiences, thus creating a home-grown pipeline to the teaching profession. Concurrently, the program will increase the school staff's understanding and value of students' contributions as 21st Century educators. Students will enroll in the first of these two courses beginning in January 2019 and officially begin course work in August 2019.

EDGE Maker Lab: Last year, HCHS established the EDGE Maker Lab to support the Business / Entrepreneurship, Computer Science & Engineering, and Sports Medicine pathways. A full-time EDGE Lab teacher was hired to develop and run "mini-courses" in computer science and engineering. The EDGE lab exposes more students to CTE pathways through EDGE Lab workshops, mini-courses, and after-school Aspire program. The EDGE lab has partnered with Business / Entrepreneurship CTE to use the EDGE Lab as foundation for student business ventures like [Honeycomb by Edge](#).

Science Pathway Pilot Program: The science department is piloting a new science program with the hopes to establish a new Science pathway which will include: Earth Science, Ocean, Earth Science, Oceanography and AP Environmental Science. The science department has an extensive onsite aquaponics system in hopes to include this in a Science Pathway.

III: Ongoing School Improvement

As a result of the WASC Self-Study process in 2016, and the development and integration of the LCAP, we have decided to institutionalize the review of one goal per month at each Department Chair Council (DCC) and Restructuring Council (RC) meeting throughout each year. Also, core department chairs report to HCHS Governing Board once per year and elective departments report every other year, and we are directing department chairs to report on progress made on LCAP goals within their departments. By institutionalizing our LCAP reviews in Department Chair Council, the Restructuring Committee, and the Budget Committee, we will ensure that our initiatives align with our stated goals and the high quality education we promise our students.

Our Professional Learning Communities are comprised of Course Level Teams (CLTs). Each CLT creates a yearly work plan in which students learning goals are set based on the SLOs/CLNs/CCSS, action plans are developed focused on CSTPs, and evidence of student work and learning is collected and analyzed. CLTs meet weekly to collaborate and work on plans to implement best teaching practices. CLT work plans are reviewed by department chairs, administrators, and shared out on a rotating schedule at the monthly restructuring meeting. Evidence of student work and learning are collected by each CLT and reviewed in an annual Noticing Protocol in January. The purpose of noticing protocol is to collegially review student work, data, and/or evidence to determine how to refine teaching practices to improve student learning.

HCHS has a well-established culture of ongoing improvement as attested to by our many initiatives in academics, student support, and creating and maintaining a safe and supportive school culture. Among some of our most recent professional development has included staff wide training in restorative practices and social emotional awareness. Additionally, staff frequently bring school improvement ideas and initiatives to our Restructuring Committee to be considered for implementation. The 4x4 block schedule, Senior Project, ExL/Academic Support Program and Helix First are just a few of the initiatives and programs that were initiated out of the restructuring committee.

The TOSA team is comprised of six teachers from various disciplines who work collaboratively in support of teachers in their ongoing professional growth. This group is responsible for planning and implementing professional development. Additionally, they work with teachers to identify areas of growth and support in implementing best teaching practices focused on the CSTPs.

Finally, our Restructuring Chair/WASC Coordinator, in conjunction with the administrative team and TOSAs, has the responsibility to lead the staff through the ongoing analysis of school performance and attention to our Single School-wide Action plan, and to document the process of school improvement for WASC reports and visits. Information and feedback has been gathered from staff at DCC, RC, All-Staff meetings, Prep-Period meetings, professional development days, and from stakeholders at charter board meetings. The WASC chair and administrators have compiled the information and reviewed it with stakeholders.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Section A

Critical Area for follow up and Corresponding LCAP Goal	Actions Completed
<p>WASC 2016: Revisit School-wide Learner Outcomes (SLO's) and Critical Learner Needs (CLN's) and integrate them more effectively into the school culture.</p> <p>LCAP Goal 1: Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Culture that Equips Students to Reach Personal and Academic Potential</p>	<ul style="list-style-type: none"> ✓ Updated CLT work plans include SLOs/CLNs ✓ Updated Senior Speech to include SLOs/CLNs ✓ Updated Sophomore interview to reflect SLOs/CLNs ✓ Implemented student Digital Portfolios to show evidence of SLOs/CLNs ✓ PD to address SLOs/CLNs ✓ Implement technology to support the awareness and achievement of SLOs/CLNs

The SLOs/CLNs were adopted in the 2014-2015 school just prior to the 2016 WASC visit. Since then, HCHS has been committed to integrating our SLOs/CLNs more effectively into our School Culture.

Professional Learning Communities are comprised of Course Level Teams (CLT). The members of each Course Level Team are comprised of teachers who teach the same course and work together to implement best practices and track data. For the past 3 years we have implemented CLT work plans that require each team to identify their CCSS or SBAC goal and how it addresses the SLOs/CLNs. Each course level team has their own document which is their record of ongoing work completed throughout the school year. These work plans are reviewed and commented on by Administration, Department Chairs, and by Restructuring Committee (comprised of one leader from each CLT). CLT work plans and student works are reviewed at least annually by other colleagues during our Assessment Review and Noticing Protocol. The WASC 2016 visiting committee's recommendations included full implementation of CCSS and NGSS. Our CLT work plans document our work as it pertains to CCSS, NGSS, and our SLOs/CLNs.

In 2016, updates were made to the Senior Speech and Sophomore interview graduation requirements to incorporate reflection on how students have demonstrated learning in relation to SLOs/CLNs. It seems that while students were making connections to the SLOs/CLNs, students were trying to remember what work they completed and retroactively connect it to an SLO/CLN. In 2018, HCHS began to implement digital portfolios in which students will showcase their learning and demonstrate how they have met the SLOs/CLNs. The digital portfolios will include their sophomore interview, senior

project, and senior speech. As students complete their coursework, they will be reflecting upon selected learning artifacts to connect to the SLOs/CLNs.

In addition to weekly CLT work time, professional development has been thoughtfully implemented to help support the implementation of SLOs/CLNs. Some of PD offerings have included literacy, academic stamina, project based learning (self-directed learning), and much more.

CLT work plans have created a more targeted focus from CLTs toward implementing the SLOs and CLNs. Digital Portfolios have provided an avenue for students to engage in ongoing reflection about their learning throughout their high school experience. One area that could be addressed by the staff is how we can make the SLOs/CLNs more apparent throughout the learning process in our individual classes.

Section B

Critical Area for follow up and Corresponding LCAP Goal	Actions Completed
<p>WASC 2016: Develop and integrate Career-Technical Education (CTE) Pathways.</p> <p>LCAP Goal 4: Expanded School: Expand opportunities for student learning</p>	<ul style="list-style-type: none"> ✓ Creation of CTE Master Program & Development advisory committee ✓ EDGE LAB ✓ Business Pathway/EDGE lab partnership: Honeycomb by Edge ✓ Computer Science/Engineering Pathway created ✓ Educator Pathway- grant funded, plan developed, opens fall 2019 ✓ Pilot Program Science Pathway ✓ Established Aquaponics & greenhouse systems ✓ Refined Business CTE Pathway ✓ Refined Sports Medicine Pathway

In addition to the CTE Advisory Committees and new CTE pathways and program described in Section II of this document, our two CTEs already in existence, Business and Sports Medicine have been enhanced to better serve students.

The Business Pathway has shifted from the creation of virtual businesses having students run actual businesses on campus. Currently, the Business Career Path students are producing screen printed shirts for sports and clubs on campus as well as producing products using a laser engraver. This transition has led to an increase in leadership opportunities and the development of soft skills. Additionally, the Business pathway has three new Dual Enrollment Courses that are available to Business Career Path students: Economics 121 Principles of Microeconomics (optional), Economics 120 Principles of Macroeconomics (optional) and Bus. 109 Elementary Accounting (required). Other required Business Program courses include Empowering Entrepreneurs (articulated course), Business English (articulated course) and Economics 1C.

The Sports Medicine Pathway has been newly revamped to include aligned courses from human physiology and anatomy with synchronized curriculum and capstone projects. HCHS received a new state of the art athletic training facility in 2017 which serves as the schools medical clinic and onsite sports medicine instructional facility. In the last year, The Sports Medicine pathway established a strong partnership with the Aspiring Medical Professional Club, created honors coursework requiring an off campus internship in the medical field, attended off campus competitions, and provided numerous field trip opportunities for students.

Computer Science and Engineering Pathways are in their 3rd year of development with Introductory, Concentrator and Capstone courses in each area. 2019/2020 will be the full year of all elements supported with a large number of students in these capstone programs. Teachers and staff have developed courses to support labor market and industry needs as well as certifications and connections to post-secondary options. While these pathways are not as developed as Business and Sports Medicine, the exponential growth over the next few years is evident.

Additionally other courses are using opportunities to enhance their curriculum to better support the CTEs. For example, earth science has developed the geotech emphasis and an introductory robotics course has been offered as an elective to integrate technology into the freshman curriculum and better prepare students who are entering the Computer Science Pathway. HCHS will continue to explore additional opportunities to support the growth and development of CTE pathways.

There are several potential growth areas for CTE pathways including culinary arts, child development, art and fashion. The CTE committee and administrator will continue to meet to explore more opportunities and refine current offerings.

Section C

Critical Area for follow up and Corresponding LCAP Goal	Actions Completed
<p>WASC 2016: Maximize the use of technology, especially the Canvas Learning Management System (LMS), and differentiate instruction to increase student-centered learning and close the achievement gap.</p> <p>LCAP Goal 3: 21st Century Technology:</p>	<ul style="list-style-type: none"> ✓ Staff trained in GAFE/Canvas and Best practices ✓ Implemented School-wide 1:1 chromebooks

<p>Modernize and Systematically Integrate Technology into Helix Culture</p>	<ul style="list-style-type: none"> ✓ Created Canvas expectations for teachers ✓ Trained staff to use a variety of platforms: Khan, Achieve, Actively Learn, WeVideo, Flipgrid, etc. ✓ Online Senior Project component ✓ Developing and Implementing Student Digital Portfolios ✓ Probeware data collection implemented in the Science Department ✓ Math Department implements online tools Desmos, Canvanvas features ✓ TOSA technology support ✓ IT dept support ✓ Added Director of IT and Data Systems Position ✓ Added Senior IT Systems Engineer and Administrator Position
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Teacher proficiency and implementation skills related to Google Apps for education (GAPE) have increased tremendously over the several years. The use of technology in the classroom have increased student engagement and student-centered nature of instruction at Helix. With all one-to-one classrooms, classes are able to engage in more research, group discuss, and peer editing.

One-to-one chromebooks has fundamentally shifted our instructional practice and the ability of students to access information by allowing for better differentiated instruction while working toward closing the achievement gap. Canvas pages are used to make a variety of materials available to students, differentiate instruction, and provide extended learning opportunities. Students are able to access information at their own pace inside and outside of the physical classroom.

Teachers use a variety of platforms such as: Khan Academy, Achieve 3000, Actively Learn, WeVideo and May more. These opportunities allow all students the chance to participate and learn through an adaptive and self-paced digital environment. Students and teachers have access to a variety of technological features to to support various students' need such as Actively Learn--online reading with translation and Dyslexia features available, Flippity for publicly random selection of student groups, discussion boards and flipped classroom strategies, modification testing features in Canvas, online resources with built in language translation for accessibility in a student's preferred language.

Science has a new supply of probeware to assist in the laboratory experience and data collection. Using videos (Flipgrid) and student reflections to provide evidence for student learning following labs and activities. The Helix Science Department was generously supported by the administration with the purchasing of new probeware to be used during science experiments in combination with the one-to-one chromebooks. This opportunity has allowed our students to explore the science curriculum in new and authentic ways.

Students are using technology to showcase their learning. The senior project has been changed from paper portfolios to digital portfolios in which students demonstrate and reflect on the learning that occurred during their senior project. Starting with the sophomore class, students will be creating digital portfolio with a collection of learning artifacts and reflections on how these artifacts have helped them achieve the school-wide learner outcomes.

The Math department regularly uses Desmos (graphing) activities for both instruction and student based activities. Desmos activities have allowed students to be self directed learners with some concepts. Additionally, the team has incorporated the use of quizlet, Canvas assessments, and online SBAC practice. Canvas quizzes with the option to remediate, and different questions each time, have been used as tools for practice and learning rather than just assessment. Students access their textbook, assignments, solutions, and grades using their chromebooks.

Technology is used to promote choice in Study Skills. Students can use different programs for brainstorming (paper/pencil, Google Draw/Google Slides). Students also have access to a variety of online tools google keep and calendar. Achieve 3000 is used across EXL (All Freshman academic support), Study Skills, and Academic support. Students are able to track, practice, and advance their lexile scores.

Section D

Critical Area for follow up and Corresponding LCAP Goal	Actions Completed
<p>WASC 2016: Improve Assessment Review Protocols to collect, track and analyze data over time.</p> <p>LCAP Goal 1: Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Culture that Equips Students to Reach Personal and Academic Potential</p> <p>LCAP Goal 5: Close the Achievement Gap Through Effective Collaboration and Innovative Practice</p>	<ul style="list-style-type: none"> ✓ Hired Director of IT and Data Systems to oversee school-wide testing and data collection ✓ NWEA testing implemented ✓ Began collecting and analyzing NWEA data ✓ Improved CLT Work Plans ✓ Noticing Protocol - Assessment Reviews

Last year, HCHS adopted NWEA Testing to track and analyze student data over time. The freshman English team is assessing students using NWEA at the beginning of the term and again at the end of the term. Students fill out a document that looks at their scores, college and career ready results, and ACT/SAT scores to get into the university of their liking. HCHS now dedicates 4 entire class periods for students to take the NWEA tests in ELA and Math. This is important data for the school, HCHS is working to use the data more effectively at the classroom level.

The Director of Data Systems and Information Technology met with the English and Math department chairs, to review NWEA data to date. Data is still new and there are limitations and errors due to NWEA’s inability so far to account for our unique schedule and testing administration. Our students in English do not take English all year, so they need to adjust to show us growth within the first term and second term. In other words, our English students who test in August are not the same group to test in May. In year-long algebra, classes change in quarter four, so our sample size was not representative of our entire ninth-grade class. The data has little explanatory power at this point because of adjustments that need to be made on NWEA’s side.

Course Level Teams (CLTs) are utilized to collect and review student data. Section C of the CLT work plan focuses on evidence of student learning. CLTs review and track student results relative to the goals set by the CLT. Annual Noticing Protocols are used for CLTs to meet with CLTs from other departments to discuss observations related to student evidences that are collected and presented at the noticing protocol. One area for improvement is connecting our next steps to our Noticing Protocol. Some CLTs have reported feeling “Done” after Noticing Protocol is complete and there is limited follow with the insights gleaned from the process.

Section E

Critical Area for follow up and Corresponding LCAP Goal	Actions Completed
<p>WASC 2016: To support the achievement of high academic standards:</p> <ol style="list-style-type: none"> 1. Create a clear culture of exemplary academic behaviors, and 2. Improve staff’s ability to identify and address the social-emotional needs of our students. <p>LCAP Goal 2: Safe and Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle</p>	<ul style="list-style-type: none"> ✓ Created and implemented Attendance Task Force/Workplan ✓ Increased role of college counselor and new Programs: College Center, Club College, College 101, Helix Apps Academy, SPACE Program, Scottie/Griffin/Coyote Connection, Dual Enrollment ✓ Created and Implemented summer Rise Up program. ✓ Expanded use of the Wellness Center

	<ul style="list-style-type: none"> ✓ Developed Core Counseling Curriculum ✓ Expanded Family First Night ✓ Created SMORE Newsletter - Parent communication ✓ Distributed Schoolwide resources for Educators Monthly Newsletters in English and Spanish to families ✓ Implemented Remind 101 and Intouch Communication Systems ✓ Trained staff dynamic coaching & learning relationship ✓ Trained staff Suicide/Self Harm Protocols ✓ Implementation of Restorative Practices with TKF & SDCOE ✓ Trained coaches with Transformational Coaching ✓ Adopted TKF curriculum in Helix First ✓ Implemented social-emotional health topics in Helix First and Academic Support
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At HCHS, high standards for academic behavior have become the norm. HCHS has a professional and caring staff with high expectations for all students.

HCHS recognizes Improved Attendance leads to: improved academics, greater involvement at Helix, longer retention, increased number of graduates and increased ADA. Last year, HCHS created an Attendance task force to encourage student attendance and improve school-wide attendance rates.

The expanded college center and college programs are an integral part of the college going culture of HCHS. Club College, College 101, and Helix Apps academy are programs designed to help students navigate the college application and financial aid process. The SPACE program and summer melt programs provide students with support through the the enrollment and registration process at college. The Scottie/Griffin/Coyote Connection program assists students in enrolling in local community colleges. Students at HCHS have an opportunity to experience college courses and earn college credits while on campus.

Rise up is a two week summer program targets entering 10th graders with the goal of encouraging students who are socio-economically disadvantaged and first generation college attendees to prepare early in their high school career for college. The goals of this program are to build excitement and curiosity about college life, formulate a college going plan, create a community of college going peers, and promote understanding of the value of a college education. The past two years, we have averaged 80 students complete the program and hope to grow the program this year to serve 115 students.

HCHS recognizes the need to support the social-emotional well-being of students. In the 2017-18 school year, the Wellness Center moved into the old administration building. The building has four offices for the school social workers and interns and two group rooms to better serve students. Students have access to the HCHS Wellness Center throughout the school day. The Center has been expanded to staff two full time social workers with the goal to promote and support students' academic and social success. The social workers collaborate with students, parents, teachers and school personnel to assess each student's level of need and refer them to appropriate services.

The Counseling Department has adopted a core counseling curriculum to better address the social-emotional needs of students. In 9th grade Helix First & Study Skills classes students are introduced to the resources available to them on campus. The Curriculum highlight contacts within the Grade Level Team and the Wellness Center. Surveys are sent out to 9th grade teachers to identify concerns they may have about students. In 11th Grade - San Diego Youth Services comes out and present to students on the Signs of Suicide in classrooms.

HCHS recognizes the importance of families supporting student in achievement of high academic standards. Family First Nights have been expanded to offer more variety workshops particularly in the area of preparing for college. There has been significant growth in attendance at the Family First Nights. Some workshops have as many as 64 families attending whereas in the past years ten or fewer families would attend on average. HCHS will continue to refine workshop offerings based on areas of interest and need for families.

HCHS continues to use and improve on a variety of methods to communicate with families. Improved parent communication. Each grade level has standardized canvas page to help families and students connect with the appropriate resource in each grade level. Each Grade Level Team has created a uniform monthly newsletter via SMORE (Class of [2021](#), [2022](#)) email. The Grade Level Teams distributes Schoolwide Resources for Educators [Monthly Newsletters](#) to families in English and Spanish . The goal of these newsletters is to provide parents with practical ideas that promote school success, parent involvement, and parenting strategies. Additionally, HCHS employes a variety of technology based communication strategies to communicate with students including Remind 101, text messaging reminder system, and InTouch, phone messaging system.

HCHS is committed to helping all students achieve high standards. Staff has been trained by multiple, educational consultants, on identifying our main purpose- providing powerful learning experiences for students, identifying best instructional practices, integrating technology effectively, focusing on the social-emotional aspects of teaching, and dynamic peer coaching.

HCHS is committed to students' social-emotional health and emotional well being. Staff members have participated in professional development that specifically addresses how to support students' social and emotional needs. HCHS has worked towards school-wide awareness of social-emotional health by

removing the stigma and normalizing the discussion about these issues. Teachers are trained annually about suicide prevention: identification of those at risk and education about resources available.

Staff has been trained in Restorative Practices and has implemented strategies to resolve conflict and discipline issues. Administration has modeled strategies for implementing in the classroom and it has been practiced by staff. Administration has encouraged and supported teachers in developing lessons that incorporate these strategies.

The HCHS Athletic Department has trained coaches with the transformational coaching model to develop a sports-based community promoting powerful learning, integrity, accountability, and a strong work-ethic. We will maintain high expectations and uphold our rich traditions while providing student athletes with transferable life skills through a relentless pursuit of success.

HCHS strives to educate students on social-emotional health topics. Helix First, a requirement for all 9th grades, has adopted a 10-week TKF curriculum educating students about restorative practices and processing circles. Helix First and Academic Support classes present on a variety of related topics including: transitioning to high school, substance abuse, suicide awareness, communication, resiliency, and transitioning to life after high school. Suicide awareness and prevention was presented in all Algebra 2 (junior) classrooms, where teachers and students were informed on warning signs as well as ways to talk about suicide and bring awareness to the community of learners.

V: Schoolwide Action Plan Refinements

As a result of the WASC Self -Study process and directions from the State, Helix Charter High School has designated the Local Control and Accountability Plan (LCAP) as our Single School-wide Plan for Student Success. The LCAP is our ongoing strategic plan for student success. The goals, actions, and services in the LCAP are reviewed and updated on a monthly basis by the various leadership teams on our campus. It is not simply a document produced to meet our state reporting obligations; rather, it is our ongoing commitment to improve outcomes for our students and our community.

The Action plan outlined in the WASC 2016 document has been replaced by the LCAP

The Executive Director and LCAP administrator reviews each of the 6 goals with our stakeholders at Charter Board meetings, Budget Committee meetings, Department Chair Council, Restructuring Committee meetings, at Family First Thursday meetings, PTSA meetings, and at the negotiating table with our local bargaining units. Members of all of the above groups provide critical input into the actions and services aimed at meeting our LCAP goals and priorities. Our LCAP is revised as appropriate based upon this critical feedback.

[2018-2019 LCAP Detailed Report](#) was designed based upon the 8 State Priorities, our Mission, Vision, and our Main Purpose. On the following pages is a summary of the goals, actions, and services of our current LCAP.



GOAL 1. Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Culture that Equips Students to Reach Personal and Academic Potential

Key Actions and Services Moving Forward

- ✓ Continued focus on academic rigor
- ✓ Research best practices for growth in student outcomes in CAASPP
- ✓ Implementation of NWEA to assess and inform curriculum and instruction
- ✓ Continued attendance monitoring to target absenteeism
- ✓ Admin and TOSAs to provide PD focused on the implementation of best instructional practices for common core and AP
- ✓ Evaluate and refine EL and Special Education Programs
- ✓ Research and implement best practices related to curriculum and instruction to support EL and Special Education students academic progress
- ✓ Continue annual individual summer conferencing focused on developing student class schedules that challenge students and provide students a broad course of study that will meet the UC/CSU A-G Entrance Requirements
- ✓ Participate in E3 project to develop and implement an evaluation system focused to teacher growth and development

MISSION STATEMENT

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

Vision Statement

In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Main Purpose

Provide students with powerful learning experiences that help them gain the knowledge, skills, and insights that enable our students to make connections that transform their relationship to self, others, and the world!

GOAL 2: Safe and Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle

Key Actions Moving Forward

- ✓ Continued support of Wellness Center
- ✓ Continue Analysis of CHKS data
- ✓ Continued work on school-wide professional development that promotes a safe and supportive environment and a healthy lifestyle (Focused on best practices related to student discipline, bullying/harassment, and cultural relevance)
- ✓ Continue Safe School Committee focused on researching and implementing best practices
- ✓ Train staff on restorative practices
- ✓ Maintain and support expanded athletic and extra-curricular and co-curricular programs

Goal 3: 21st Century Technology: Modernize and Systematically Integrate Technology into Helix Culture

Key Actions Moving Forward

- ✓ Maintain One to One Initiative
- ✓ Maintain school wi-fi accessibility
- ✓ Develop, refine, and implement a Digital Citizenship Plan
- ✓ Replace all teacher workstations and provide ongoing service and support
- ✓ Provide PD focused on implementation and integration of technology (Work closely with TOSAs to develop PD plan)
- ✓ Use Bright Bytes to assess progress toward effective tech integration (SAMR)

GOAL 4. Expanded School: Expand Opportunities for Student Learning

Key Actions Moving Forward

- ✓ Continue to offer a broad course of study for all students
- ✓ Expand community college dual enrollment program and offerings
- ✓ Identify and implement culturally relevant curriculum and course offering
- ✓ Expand and improve CTE program and offerings
- ✓ Implementing teacher credentialing opportunity for CTE teacher certifications
- ✓ Maintain College Access Counselor 1 FTE and pursue clerical support of program

GOAL 5. Close the Achievement Gap: Through Effective Collaboration and Innovative Practice

Key Actions Moving Forward

- ✓ Continue and support Grade Level Teams, Course Level Teams, Attendance Team and Wellness Center to better serve students
- ✓ Maintain and support Academic Support Program
- ✓ Continue and improve new student transition support programs
- ✓ Continue double dosing algebra I
- ✓ Double dose 9th grade honors math to prepare more students to successfully complete pre-calculus and AP calculus and AP science and computer science course
- ✓ Double dose Alg II to provide more students the requisite skills needed to be successful in college and technical career fields
- ✓ Train staff on unconscious and implicit bias to better support all students access and success in our educational program
- ✓ Study enrollment and success of all significant subgroups in all educational programs

GOAL 6. Parent and Community Integration: Develop Parent and Community Partnerships that Establish Helix as a Community Center

Key Actions Moving Forward

- ✓ Continue efforts to seek parent Input through community circles, PTSA, and Charter Board
- ✓ Extend opportunities for and increased parent/guardian involvement in our decision-making bodies on campus
- ✓ Continue and improve Family First Nights
- ✓ Maintain Summer Conferencing to meet with each student and family to review academic progress
- ✓ Improve parent education and support to access and use the school's LMS and website

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

HELIX CHARTER HIGH SCHOOL

7323 University Avenue

La Mesa, CA 91942

Grossmont Union High School District

Original Self-Study Visit: 2016

Mid-Cycle Visit: February 5, 2019

Visiting Committee Members

Robert F. Cunard - Chair
Retired High School Principal

Jeni Freiermuth
Science Teacher – Olympian High School

Jeff Morabito
Teacher – Sycamore Academy of Science and Cultural Arts

I. Introduction

Setting

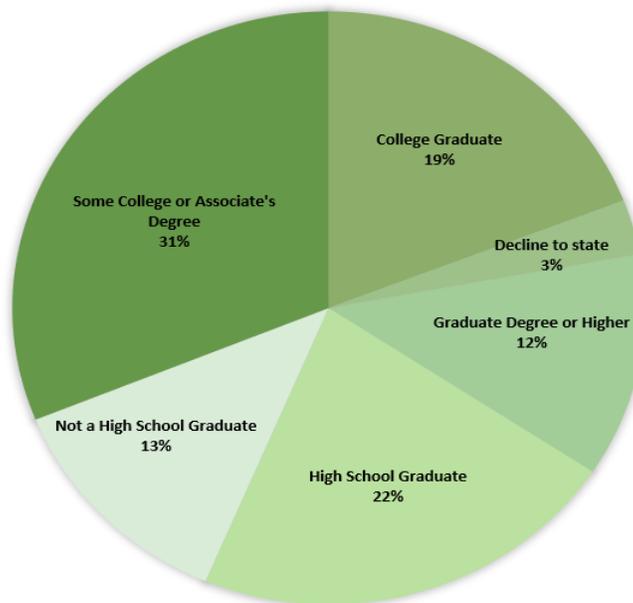
Helix Charter High School is located in La Mesa, California, and serves a diverse population of 2,465 students. Enrollment has held steady for years. Formerly a traditional public school, Helix converted to charter status during the 1997 - 98 school year.

Student Demographics: Percentage of Total Population

Year	Total Enrollment	African American	Asia	Hispanic/Latino	White	Two or More Races	Other	English Learners	Socio-Econ Disadv	Students Disabilities
2017-18	2465	14.0	4.6	47.7	21.2	8.6	3.9	7.1	60.3	8.7
2016-17	2511	15.9	4.9	47.7	19.6	8.8	3.2	7.0	62.2	8.1
2015-16	2475	17.0	4.7	47.5	19.0	8.7	3.1	7.8	62.1	8.9
Percent Change	-0.4	-17.6	-2.1	+0.4	+11.6	-1.1	+25.8	-8.9	-2.9	+2.2

Enrollment data show that Helix Charter serves a diverse population. That population has remained relatively constant since the visit three years ago. And as the chart below illustrates, Helix Charter serves a student body whose parents show a diverse picture of their education levels.

2018-19 HELIX PARENT/GUARDIAN EDUCATION LEVEL



Helix Charter High School has established a culture of high academic expectations for their community. All graduates must complete the University of California A - G course

sequence in order to earn a high school diploma. The school makes its academic focus clear through its mission and vision:

Mission Statement: Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

Vision Statement: In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Helix Charter revised its School-Wide Learner Outcomes for its full Self-Study in 2016:

School-Wide Learner Outcomes (SLOs)

Graduates of Helix High School will be . . .

Constructive Thinkers who can

- solve realistic, complex problems
- use existing information to make reasonable recommendations and predictions
- use logical analysis in practical contexts
- determine the validity of complex information

Effective Communicators who can

- gather and understand information from a variety of perspectives and formats
- synthesize and evaluate information and defend the conclusions
- clearly present information in many forms
- participate in dialogue and decision-making

Informed Decision Makers who can

- objectively evaluate themselves
- develop plans for achieving academic and/or career goals
- demonstrate personal responsibility for life choices
- assess, evaluate and reflect upon work

Functional Producers who can

- effectively use appropriate technology
- create appropriate products for specific audiences and markets
- participate as team members

Involved Citizens who can actively participate in participate in civil discourse

Self-Directed Learners who can use appropriate resources to seek out the best information

Healthy People who can make informed decisions about their physical and mental

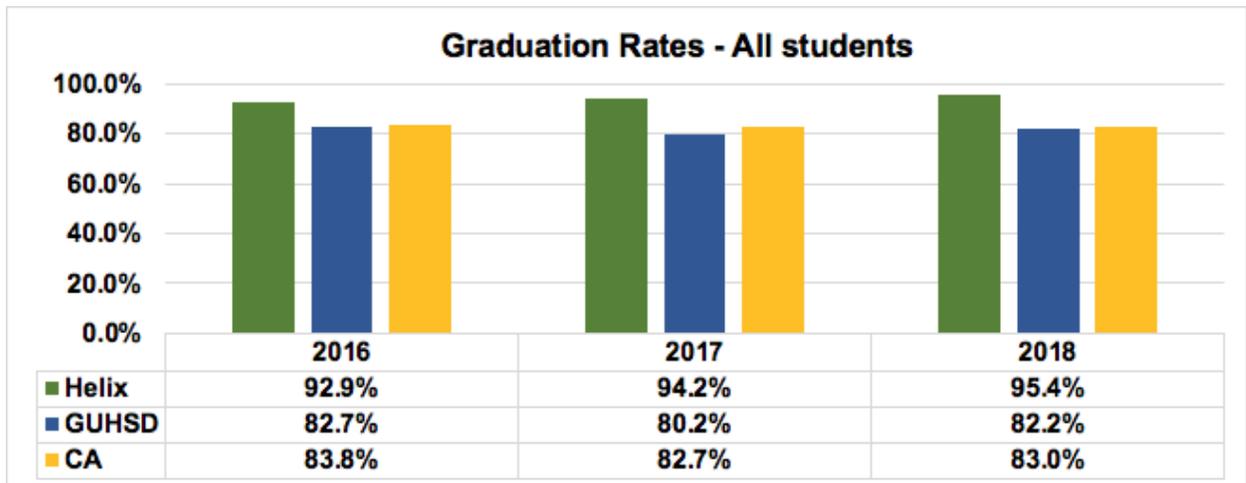
health

To achieve these aims, Helix Charter operates in many ways like a traditional comprehensive high school. It has a large athletic program. There are fully-realized programs in visual art, theater, dance, instrumental music and vocal music. It has established several CTE Pathways. A PLC system with dedicated time for meeting during the teacher work day is well in place. Helix Charter has established a robust on-campus partnership with a local community college, resulting in substantial student enrollment in college courses as a part of their high school program.

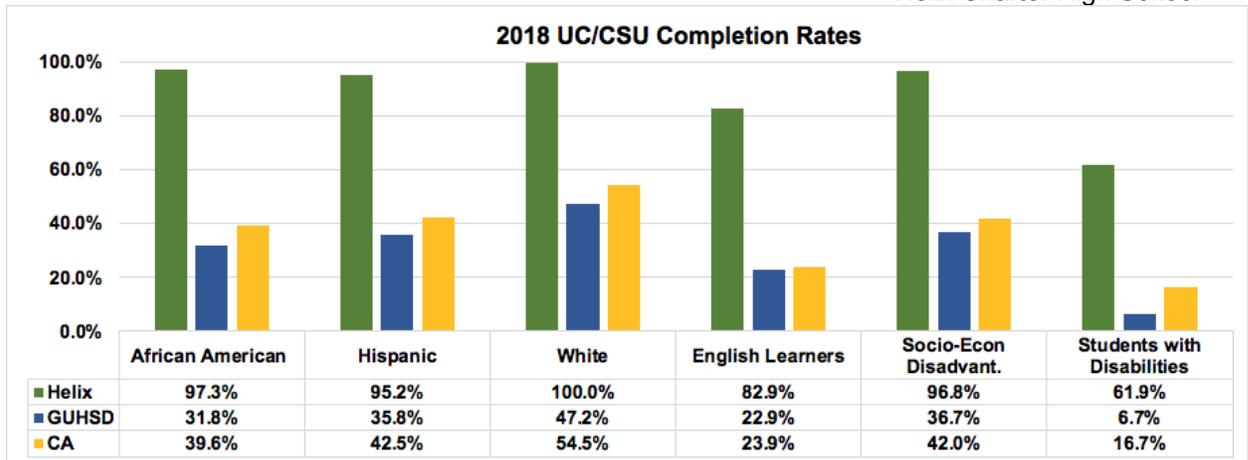
But in other ways, Helix Charter operates more independently and under its own initiative than does a traditional comprehensive high school. The school day features a 4 x 4 block schedule - which has allowed it in recent years to employ a variety of academic and social-emotional support strategies within the bell schedule. Those support strategies appear to be having a positive impact on student academic achievement, as we see next through the school's analysis of recent data.

School's Analysis of Data

HCHS has maintained strong graduation rates over the past three years. They note that English Learners and students with disabilities are struggling with graduation - their rates are still better than the district and state - but they are lagging behind the graduation rates of other subgroups at HCHS.

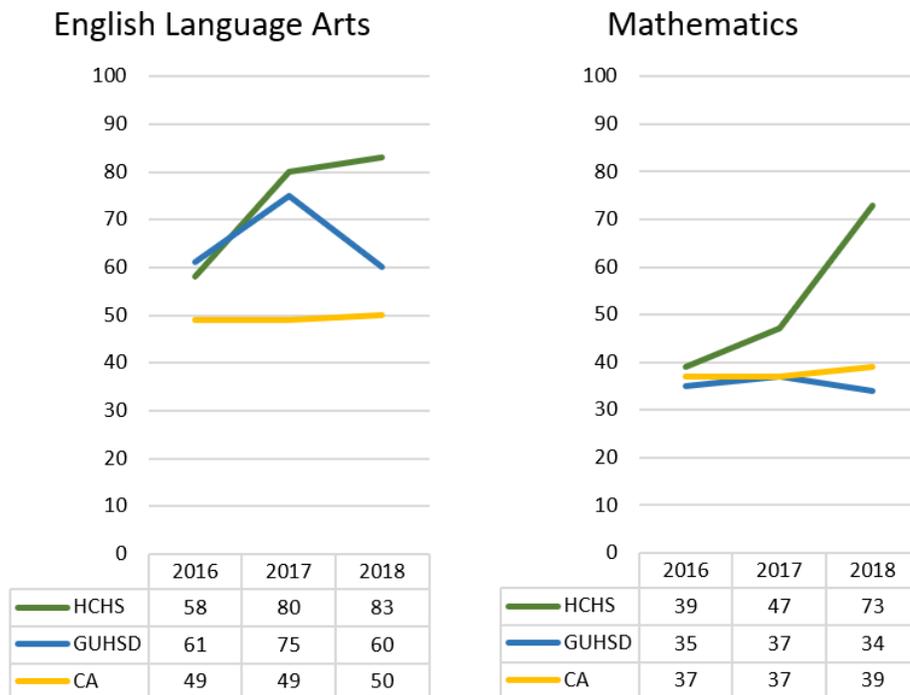


Students at HCHS achieved the following A - G Completion rates in 2018:



Students at HCHS have demonstrated the following performance on the Smarter Balanced statewide assessments over the past three years:

2016-18 Percentage Comparison of All Students Who Met or Exceeded Standard for SBAC



These data show remarkable improvement on the statewide assessments over the three years which have elapsed since the 2016 full Self-Study and WASC visit. In ELA, the school has substantially narrowed the achievement gap between its highest and lowest performing subgroups in three years. In math, all HCHS subgroups - including EL's and SWD's - outperformed the district's highest performing subgroup. The school attributes this substantial improvement in math to its double-dose math scheduling model.

Student attendance at HCHS is consistently strong:

Chronic Absentee Rates	Helix			GUHSD			CA		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	N/A	3.5%	3.9%	N/A	15.1%	15.2%	N/A	10.8%	11.1%
African American	N/A	3.2%	3.2%	N/A	17.0%	16.2%	N/A	19.0%	20.1%
Hispanic	N/A	3.2%	4.6%	N/A	16.5%	16.5%	N/A	11.7%	12.1%
White	N/A	4.6%	3.2%	N/A	14.2%	14.6%	N/A	9.7%	9.7%
English Learners	N/A	1.8%	3.8%	N/A	17.7%	20.6%	N/A	10.5%	11.1%
SED	N/A	4.0%	4.9%	N/A	17.8%	18.9%	N/A	13.5%	13.9%
SWD	N/A	11.45	7.9%	N/A	25.5%	25.7%	N/A	18.0%	18.4%

As the following table shows, suspension rates have declined at HCHS over the past three years:

Suspension Rates	Helix			GUHSD			CA		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All Students	3.8%	2.3%	1.9%	3.9%	4.4%	3.6%	3.7%	3.6%	3.5%
African American	6.3%	3.8%	3.9%	10.1%	9.3%	9.0%	10.1%	9.8%	9.4%
Hispanic	3.2%	1.8%	1.6%	3.7%	4.4%	3.3%	3.7%	3.7%	3.6%
White	2.4%	2.8%	1.1%	3.1%	3.8%	3.1%	3.1	3.2%	3.0%
English Learners	4.5%	1.7%	2.7%	4.8%	6.7%	4.7%	3.1%	3.1%	4.4%
SED	4.1%	2.9%	2.4%	4.8%	5.9%	4.7%	4.7%	4.7%	4.4%
SWD	6.6%	4.2%	5.0%	10.5%	9.5%	8.3%	7.4%	7.1%	6.8%

Significant Changes and Developments Since the Visit

Helix Charter High has undergone significant change since the WASC Visit in 2016. Some of these changes will be discussed in Section II of this report. However, it is clear

that Helix Charter has been through many changes in just three years. Among those changes, we note the following:

- 1) The school hired a **new Executive Director** following the 2016 WASC visit. He has been employed at Helix Charter since before its charter was actually written.
- 2) The school has implemented **1:1 Chromebooks** for all. At the time of the 2016 visit, 250 students used Chromebooks under a pilot program; now all 2465 students use Chromebooks.
- 3) A **TOSA Professional Development Team** of six teachers has been established to design and implement all Professional Development at HCHS, led by a school-wide PD plan.
- 4) The school has **increased math staffing** to support a 'double dose' model of mathematics instruction, effectively providing HCHS students with twice as much instructional time in class to master math concepts.
- 5) The school has implemented a massive **dual enrollment program** in partnership with a local community college.
- 6) The school has designed and implemented two **new CTE pathways** (Computer Science/Engineering, Future Teacher pathway) since the 2016 visit and is piloting a new science pathway this year.

School's Follow-Up Process

Since the 2016 full Self-Study and three-day visit, the staff at Helix Charter High has systematically followed up on the growth areas identified by it and the Visiting Committee. Follow-Up activities to the WASC process have been systematically embedded into the routines of two leadership groups at HCHS: the Department Chair Council and the Restructuring Council. HCHS has institutionalized its WASC goals into its LCAP process, with one result being that an LCAP goal is reviewed each month by both aforementioned leadership groups. This has the effect of ensuring that all WASC findings are routinely addressed as part of the school's regular business.

A second institutional structure which supports WASC follow-up is the school's PLC program. At HCHS, PLC's are structured as course-alike teams. Since the 2016 WASC visit, the school has instituted more detailed reporting and feedback procedures for its PLC's, including a requirement that PLC's address how their work supports progress toward improvement in the identified WASC action areas.

A third structure developed since 2016 is the team of teachers on special assignment who are leading the school's professional development efforts. This TOSA team and its work are explicitly written into the school's LCAP - and funded by it. They have been working in concert with the Department Chairs Council and Restructuring Council to

develop and implement an ongoing program of professional development for the faculty which is intended to address their overall progress in the WASC action areas.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

During the last full self-study and WASC visit, the school identified areas 1 - 5 below for follow-up. The visiting committee concurred with those choices and also gave the school two additional areas for follow-up (items 6 - 7):

- 1) Revisit School-wide Learner Outcomes (SLO's) and Critical Learner Needs (CLN's) and integrate them more effectively into the school culture.
- 2) Develop and integrate Career-Technical Education (CTE) Pathways.
- 3) Maximize the use of technology, especially the Canvas Learning Management System (LMS), and differentiate instruction to increase student-centered learning and close the achievement gap.
- 4) Improve Assessment Review Protocols to collect, track and analyze data over time.
- 5) To support the achievement of high academic standards, create a clear culture of exemplary academic behaviors, and improve staff's ability to identify and address the social-emotional needs of the students.
- 6) In the absence of state data, the school needs to identify and adopt a standardized assessment to monitor student growth and performance (including disaggregation of subgroups).
- 7) Full and effective implementation of CCSS and NGSS. Provision for professional development to use instructional strategies for full implementation of CCSS.

The school has worked to make progress on each of these critical areas as described below.

1) Revisit School-wide Learner Outcomes (SLO's) and Critical Learner Needs (CLN's) and integrate them more effectively into the school culture.

Since 2016, HCHS has required all PLC teams to report on their work to impact student attainment of the SLO's and CLN's. The sophomore interview process was updated to require student self-assessment of progress toward the SLO's and CLN's. The school's digital portfolio now includes the requirement that students self-assess their progress toward the SLO's and CLN's.

Additionally, overall student academic data regarding testing, dual enrollment course completion, attendance, and graduation rates strongly suggest that HCHS has

undergone a reinvigoration of its academic culture in recent years and that its students are achieving better results in all areas than was the case back in 2016.

2) Develop and integrate Career-Technical Education (CTE) Pathways.

Since 2016, HCHS has addressed this area through the following:

1. Creation of EDGE branded CTE pathways
2. Refined Business CTE Pathway
3. Computer Science Pathway created
4. Engineering Pathway created
5. Educator Pathway- grant funded, plan developed, opens fall 2019
6. Refined Sports Medicine Pathway

To summarize, HCHS has developed three new CTE pathways in three years, has established a student run business (honeycomb), and has established advisory committees to oversee and support each pathway.

Notable among the efforts to address CTE pathways at HCHS is the school's wise use of dual enrollment with partner community colleges to offer CTE courses on the HCHS campus which are embedded within some of the CTE pathways. Secondary schools and community colleges have long talked about these ideas - but it is rare when a secondary school is actually able to bring these courses to their school campuses.

3) Maximize the use of technology, especially the Canvas Learning Management System (LMS), and differentiate instruction to increase student-centered learning and close the achievement gap.

HCHS has made huge strides in attacking this action area. Since just 2016, the school has moved from a place where 250 students used Chromebooks in a pilot program to full implementation of a 1:1 Chromebook program for all 2,450 students.

Students and staff are now using these new assets in all classrooms, to manage digital portfolios, and to move the senior project to an online setting. To support students and staff, the school has created and funded a full-time technology support staff member. Systemic training in the school's Learning Management System has insured school-wide adoption and use of that system.

Computer-based technology is now finding increasing instructional use in content area classes, including the use of probeware in science classes, graphing tools in mathematics, and digital access to textbook materials across all disciplines.

4) Improve Assessment Review Protocols to collect, track and analyze data over time.

Since the 2016 WASC Visit, HCHS has implemented a formative assessment system from vendor NWEA. There are two elements to the system: a long-term assessment system which will track students through high school and shorter term internal assessments of student growth in math and English. The long term model has been deployed with this year's freshmen, and it will include NWEA scores, state test scores, college entrance scores, and college and career readiness measures.

This school year the short-term assessment system from NWEA has been implemented in English and math classes. The data is new, and there are issues in English since students complete their entire English course over 90 days - which means that students tested in the spring will not be the same students who were tested in the fall. The school is working with NWEA to address this issue.

A second element to the school's internal assessment system is found in the work of the Course Level Teams. Their school-wide protocol/work plan has been revised to include a more robust use of assessment evidence to demonstrate student learning. The school has begun to engage its CLT's in cross-curricular review of those assessment data.

5) To support the achievement of high academic standards, create a clear culture of exemplary academic behaviors, and improve staff's ability to identify and address the social-emotional needs of the students.

HCHS has addressed this action area through a number of initiatives. The school established an Attendance Task Force which developed a work plan to improve student attendance. Data do demonstrate consistent improvement in attendance.

The school has done significant work in its counseling program, developing a core counseling program. The school has expanded its social emotional work into the summer, creating a RISE UP program. They have made use of their advisory program, training teachers in coaching models, restorative practices, and suicide awareness and prevention.

6) In the absence of state data, the school needs to identify and adopt a standardized assessment to monitor student growth and performance (including disaggregation of subgroups).

The school has addressed this action area through its adoption of the NWEA assessment system and the Achieve 3000 system being used to identify student lexile levels in reading.

7) Full and effective implementation of CCSS and NGSS. Provision for professional development to use instructional strategies for full implementation of CCSS.

Full and effective implementation of the CCSS and the NGSS have been carried out primarily through the course level teams, with professional development support from the TOSA team as needed. Course level plans, which make use of the new CLT protocol and reporting template the school describes in its report, clearly spell out the work teams are doing in a variety of subjects to fully implement the CCSS and the NGSS.

As the implementation of the NGSS is newer in California than the CCSS, the HCHS science faculty have received additional support during the mid-cycle in order to better implement these new standards. Examples of that additional support include:

1. The science department has had NGSS experts come to department meetings to help insure that course offerings meet the NGSS.
2. Science teacher teams have worked to identify new instructional materials and to implement instructional practices aligned with NGSS.
3. Science teachers have been sent to NGSS training off campus.
4. Science teaching teams have been afforded curriculum writing days during the school year and in the summer to work on developing curriculum and instruction aligned with NGSS.

III. Commendations and Recommendations

Commendations

The Visiting Committee offers the following commendations:

- 1) The staff and students at Helix Charter High School are to be commended for improving the graduation rate, the A - G completion rate, and the college readiness rate for all students.
- 2) The staff and students at Helix Charter High School are to be commended for the dramatic improvement in student performance on the CAASPP Smarter Balanced assessments in English and math.
- 3) The staff at Helix Charter High School are to be commended for the dramatic growth of their dual enrollment program in partnership with their local community colleges.
- 4) The staff at Helix Charter High School are to be commended for their increased attention to students' social-emotional well-being, as evidenced by the new counseling curriculum, the RISE UP summer program, the SPACE program which attacks summer melt, and their training and development in restorative practices and suicide prevention.
- 5) The staff at Helix Charter High are to be commended for the growth and development of their CTE programs during the past three years, which has featured the planning and implementation of four new CTE pathways.

Recommendations

The Visiting Committee offers the following recommendations

1) The staff at Helix Charter High should continue to work with NWEA to build and implement an assessment system which meshes well with the unique schedule in use at HCHS and which provides a deeper picture of student attainment of the school-wide learner outcomes and critical learner needs.

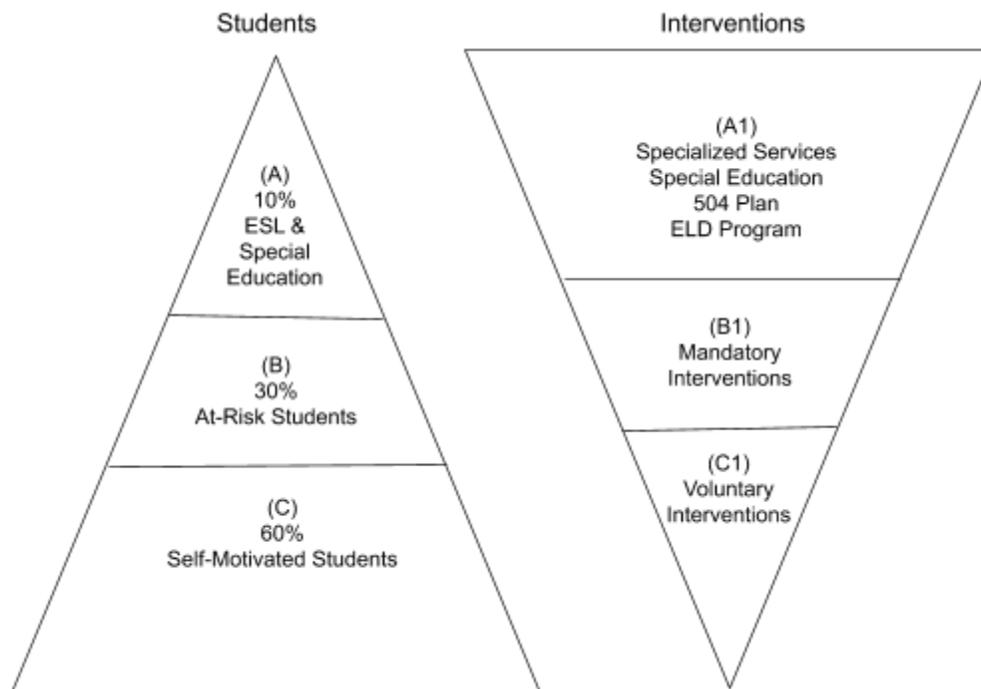
2) The staff at Helix Charter High School should continue their existing focus on the progress of English Learners with the aim of closing the graduation gap between English Learners and other subgroups at the school.

Appendix E

Helix Pyramid of Interventions

Our School's **Mission** is to provide a comprehensive education that prepares **all students** to graduate college-ready and equipped to reach their personal and academic potential. Helix is dedicated to setting high standards for all students. In order to graduate, students must complete the UC/CSU Systems A-G Entrance Requirements, earn 220 credits, complete 40 hours of community service, pass a Sophomore Exit Interview, and complete a Senior Project. Our School's Vision is to close the achievement gap through effective collaboration and innovation. Helix recognizes the need to focus our attention and support on underserved student populations and struggling students that traditional school systems too often sell short or ignore. As such, Helix has dedicated tremendous resources in time, energy, and money to ensure that an effective multi-tiered system of supports and services are in place to support all students in meeting these extensive college preparatory graduation requirements.

The following chart illustrates the philosophy of the Helix Pyramid of Interventions:



(A). Approximately 10% of our students qualify for Special Education, 504 Plans, or ESL. These students need individual intervention plans to accommodate their learning needs.

(A₁). Students with disabilities and English Learners are assessed for their individual learning needs and are provided the highest level of interventions and supports offered at Helix. The GLTs offer these students an appropriate individualized educational program to accommodate for each student's individual learning needs as well as modification of curriculum, instruction, and assessments as necessary.

(B). Approximately 30% of our students are at-risk of not graduating from high school because of poor academic performance. These students need intensive interventions in order to be successful in school.

(B₁). The following mandatory intensive intervention strategies are used with these students:

- 1) Mandatory Teacher Assigned Tues./Wed. Morning Tutorials
- 2) Required to Retake Course Assessments and/or Resubmit Assignments, Projects, Lab Reports, Essays, and Research Papers to Meet Benchmark Standards
- 3) Mandatory Teacher/Student/Parent/Guardian Conferences
- 4) Student Intervention Team (SIT) Meetings
- 5) Enrolled in Academic Support Classes for Math, Science, or English
- 6) Attendance Agreements--Excessive Excused Absences and SART
- 7) Academic/Behavior Agreements
- 8) Referrals to Wellness Center-- Suggested or Required Counseling Services
- 9) Alternative Educational Placements—GUHSD or Other Local Charter Schools

(C). Approximately 60% of our students are self-motivated and need little to no mandatory academic interventions.

(C₁). Students voluntarily use our school's lowest level interventions as needed:

- 1) Voluntary Tues./Wed. Morning Tutorials
- 2) Voluntary After-School Learning Labs
- 3) Individual Meetings with Teachers by Appointment
- 4) Voluntarily Retake Assessments to Meet Benchmark Standards
- 5) Resubmit Projects, Assignments, Projects, Lab Reports, Essays, and Research Papers to Meet Benchmark Standards
- 6) Voluntarily Enroll in Scottie Connect or Academic Support Lab

Pyramid of Academic and Social Interventions

The pyramid of interventions at Helix starts with students being assigned to a **Grade Level Team (GLT)** consisting of a Grade Level Principal, Administrative Assistant, Counselor, and Academic Advisor for their entire time at Helix. GLTs assess each new students' grades, transcripts, test scores, attendance records, and discipline records from previous schools in order to make an appropriate educational placement. The GLT is responsible for monitoring the academic and social progress of all students at their grade level until they graduate or leave Helix. The GLT holds ongoing meetings with students and their families to discuss academic progress and social-emotional concerns. GLTs refer students to wellness center for social services as necessary. During the summer, each student has individual student/family **Summer Conferencing Appointment** to review academic progress toward graduation and to make an

appropriate schedule for the following school year. Students far behind grade level are seen by each Grade Level Principal to determine whether an alternative placement is warranted or whether a student should be placed on a **5th year graduation plan**. Ultimately, it is the GLTs responsibility to oversee the success of students at their grade level.

Students are also assigned to the same grade level **advisory class** and advisory teacher for all four years. **Advisory** classes meet once a week for 20-minutes and the main goal of advisory is to provide students with an ongoing adult contact to connect with over their entire time at Helix. The GLTs provide advisors grade level specific announcements to share with students as well as curriculum support of school-wide performance tasks such as Sophomore Interviews and Senior Projects.

One of the most important intervention strategies at Helix is **Course Level Teams (CLTs)**. Instead of working in isolation, teams of teachers collaborate on the curriculum and instruction of their courses. The CLTs develop common formative and summative assessments that validate the teaching and learning of the state standards in all courses. Also, the CLTs are charged with monitoring the success of students in their courses and developing individual teacher and course level remediation strategies for all struggling students. The effective collaboration and innovation of CLTs ensures that powerful teaching and learning occur in our courses which provides equitable opportunity for all students to succeed.

Another important support that teachers and CLTs provide students and their parent(s)/guardian(s) is effective information about their courses and timely feedback on student performance in their courses. In order to provide this effective communication and feedback, the school has implemented the use of a school-wide learning management system called **Canvas**. Teachers update and maintain their Canvas page/course regularly. All teachers are expected to post their syllabus, course assignments, and course level interventions and supports on their Canvas page. Moreover, all teachers post and update student grades every week in canvas. Grades are updated weekly so parent(s)/guardian(s) and support programs can effectively monitor the academic progress of students. Furthermore, if concerns arise related to student performance in classes, parent(s)/ guardian(s) are encouraged to contact individual teachers directly as necessary. Teachers and GLTs return parent(s)/guardian(s) emails and/or phone calls within 48 hours and these communications are noted in the **Dropout Detective** (a student intervention tool) portion of Canvas as a record of teacher communication with parent(s)/guardian(s).

Incoming 9th Grade Interventions

All freshmen have a full academic schedule for all 4 periods which includes three core classes and **Helix First and/or Extended Learning (ExL)** for their entire 9th grade year. Helix First and ExL are classes designed to help students successfully transition to high school.

All 9th graders are assigned to **Helix First** every other day opposite ExL. Helix First is a course designed to connect students to Helix, both academically and socially. The course gives students the tools, skills, encouragement, and support necessary to be successful at Helix. The goal of Helix First is for students to leave the course with an increased desire to succeed, improved academic reading and academic writing skills, and better study habits.

In **ExL**, students are assigned to a pod of 10-15 students that is supported by one academic coach. Each academic coach is responsible for making sure the students in their pod are completing their homework, projects, essays, research papers, and preparing for assessments. Each week academic coaches review individual students' grades online to identify remediation needs. Academic coaches attempt to make sure students in their pod are **re-submitting** homework and assignments that need to be completed to standard and as well as **retaking** any failed assessments. The academic coaches in ExL work in collaboration with the 9th grade CLTs to know the curriculum and assessments at the 9th grade level. Academic coaches identify struggling students and encourage them to attend **Mandatory Tuesday and Wednesday Morning Teacher Tutorials** as well as after-school **Aspire Learning Labs**. Struggling students who continue to be academically defiant are referred to the GLTs for further interventions.

When the GLTs receive referrals on struggling students, the GLTs assess students to determine further intervention steps. Usually, the GLT will call a **Student Intervention Team (SIT) Meeting** so that the student's teachers, academic coaches, counselor, social worker, and parent(s)/guardian(s) can discuss all concerns related to the student. During the meeting, the group identifies academic and social concerns of the student and develops an intervention plan to support the student's future success. The school psychologist attends these meetings if special education assessment and services will be considered. Some students, who do not qualify for special education services, but have a specific learning concern, are referred for services under a 504 Plan. If appropriate, a **504 Plan** is developed which outlines supports, services, and accommodations the student will receive moving forward. The SIT team may also refer the student and family to the **Wellness Center** so that further social services on-campus and off-campus can be implemented. The SIT Intervention and 504 plans are written up and all SIT team members receive a copy of the plan. The students' future teachers are informed of the plan each new term and follow up SIT/504 meetings are called to adjust the intervention plans as necessary.

Students that do well in 9th grade have the opportunity to take an extra elective class or be an office assistant or teacher assistant throughout their remaining years at Helix. Students that struggled during their 9th grade year may be assigned academic support classes throughout the rest of their years in high school.

Interventions Grades 10th through 12th

Students that struggled academically as 9th graders are enrolled in **mandatory academic support classes for math, science, or English** during 10th-12th grade. Multiple academic coaches run these academic support classes each period of the school day. Academic coaches monitor the students' academic performance similar to the academic coaches in ExL. Students that return to good academic standing may choose to remain in the academic support class or drop this service.

GLTs continue to monitor students' academic performance throughout 10th -12th. **F-List Reports** are generated and reviewed weekly by the GLTs and intervention strategies are implemented as appropriate. Struggling students are required to enroll in an academic support class.

Students that do well academically, but would like a quiet environment to complete homework and receive occasional tutoring support may enroll in **Scottie Connect**, a large study hall environment monitored and supported by 2-3 academic coaches.

Glossary of Intervention Terms

Academic Support Classes for Math, Science, or English

Struggling 10th - 12th grade students are enrolled in this upper grade support program. (20-30 students; 2-3 college tutors; 8-10 students to academic coach ratio)

Advisory

All students are assigned to the same grade level advisory class and advisory teacher for all four years. Advisory classes meet once a week for 20-minutes and the main goal of advisory is to provide students with an ongoing adult contact to connect with and offer support.

Aspire Learning Labs

Teachers and/or academic coaches assist students in the completion of class homework, projects, papers, and test preparation in English, math, science, and foreign language. Aspire learning labs usually run for 1 to 2 hours after school.

Course Level Teams (CLTs)

Teams of teachers collaborate on the curriculum and instruction of our courses. These teams develop common formative and summative assessments used in our courses. Also, these teams of teachers are charged with monitoring the success of students in their courses and developing individual teacher and course level remediation strategies for struggling students.

Excessive Absence Contract

Students that have more than 10 excused absences in a school year are placed on the attendance contracts. Once a student is placed on an excessive absence contract, they must provide a doctor's note to clear future absences.

Extended Learning Program (ExL)

An academic support program for 9th grade students (50-75 students per period; 5-7 college tutors; 10-15 Students to Academic Coach Ratio).

F-List Reports

These reports are generated and reviewed weekly by the GLTs and the Academic Support Program to implement appropriate interventions for struggling students.

Grade Level Teams (GLTs)

Each student enters Helix assigned to the grade level team of his/her graduating class. Each grade level team consists of a Grade Level Principal, administrative assistant, counselor, academic advisor. The GLT is responsible for assessing new students' academic abilities in order that the most appropriate educational placement is made for students entering Helix. Moreover, the grade level team is responsible for monitoring the academic and social progress of all students at their grade level until they leave or graduate from Helix.

IEP Meetings

GLTs, teachers, academic coaches, advocates, school psychologist, and other support personnel meet with student and parent(s)/guardian(s) to develop an Individual Educational Plan (IEP) that establishes: recommendations, learning goals, appropriate supports and services, accommodations and modifications to assist students with disabilities in overcoming the student's specific learning disabilities.

Online Canvas Grades

Teachers at Helix regularly post grades online so that students, parents/guardians, and tutorial support personnel can monitor students' academic progress.

Tuesday and Wednesday Morning Teacher Tutorials

Every Tuesday or Wednesday morning teachers are available to assist students in meeting course standards for 60 minutes. Some students voluntarily report to tutorial and others are assigned by the teacher.

SART (School Attendance Review Team)

SART is a School Site Team which includes the parent and the student, Grade Level Principal and counselor. The goal of this team is to identify possible solutions to improving the students' attendance and/or behavior.

Scottie Connect

Study hall for self-motivated students who would like extra time and help on their homework and projects are enrolled in Scottie Connect. (50-80 students; 2-3 college tutors; 25 to 40 students to academic coach ratio)

Student Intervention Team (S.I.T.) Meetings

Meetings held by the GLTs to develop intervention plans for individual students. Teachers, tutors, GLTs and other support personnel meet with the student and parent(s)/guardian(s) and the group develops an individual intervention plan for the student. The team may identify students in need of more intense support and services. The team may refer students to be considered for a 504 Plan or an Individual Education Plan (IEP).

Summer Conferencing

Every student and their family participate in a 1 hour appointment to meet with a GLT member to discuss academic progress and their graduation status as well as build their schedule for the following school year. Students and families are able to give their input about course and period placement of classes.

Wellness Center

Two full-time school social workers run our Wellness Center. Students are referred to the resource center to establish social services on and off-campus.

5th Year Graduation Plans

Students who are not meeting grade level requirements may attend an extra year of high school in order to graduate at the end of their 5th year of high school. GLTs support students in developing these plans in an effort to avoid students dropping out of high school or needing to attend adult school.

504 Meetings

504 meetings are held by the grade level team to help students with specific learning concern(s) identified by a physician. Teachers, tutors, GLTs and other support personnel meet with the student and parent(s)/guardian(s) and a 504 plan is developed that makes recommendations, accommodations, and modifications to assist the student in overcoming any specific learning concern(s).

Appendix F

LCFF Budget Overview for Parents

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

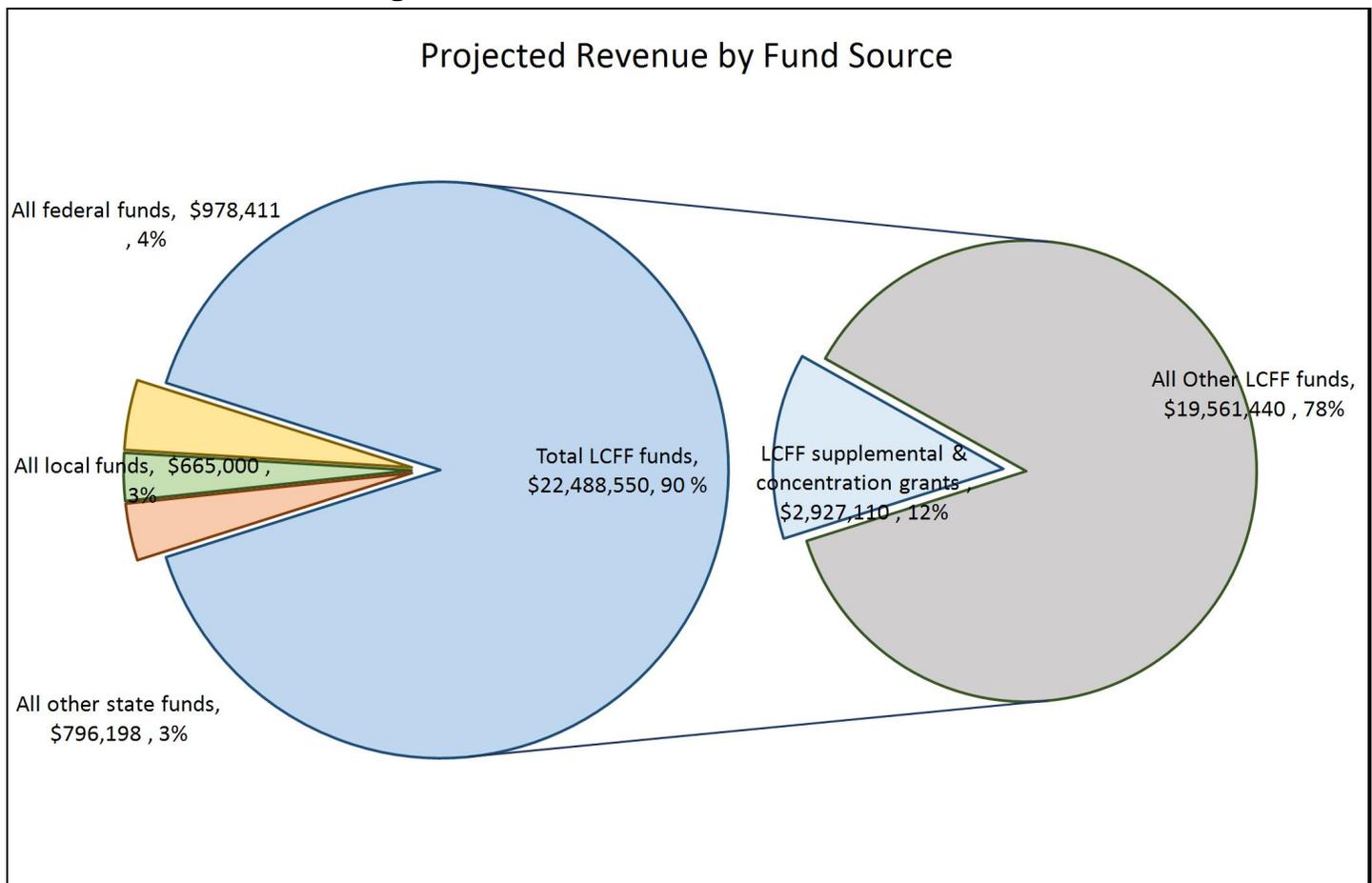
CDS Code: 37681303732732

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kevin Osborn, Executive Director

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 2019-20 LCAP Year

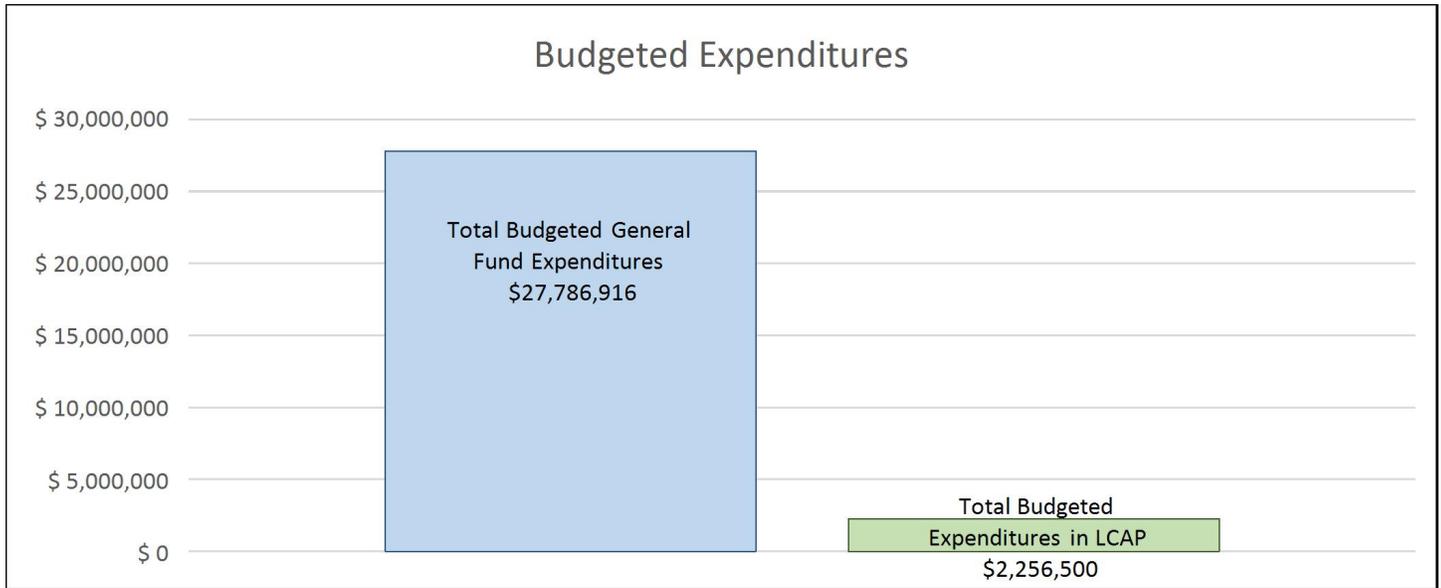


This chart shows the total general purpose revenue Helix Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Helix Charter High School is \$27,855,269, of which \$22,488,550 is Local Control Funding Formula (LCFF), \$796,198 is other state funds, \$665,000 is local funds, and \$978,411 is federal funds. Of the \$22,488,550 in LCFF Funds, \$2,927,110 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 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Helix Charter High School plans to spend \$27,786,916 for the 2019-20 school year. Of that amount, \$2,256,500 is tied to actions/services in the LCAP and \$25,530,416 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Helix Charter High School has established a Base Program for all students that is the platform upon which additional programs and offerings are built.

Helix's Base Program includes, but is not limited to: highly qualified certificated and classified staff; standards-aligned instructional materials and professional development; a broad course of study covering all required academic subjects that support college and career readiness; a comprehensive and research-based English Language Development (ELD) program, Special Education services, and opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness; meaningful engagement for parents/guardians; basic operating services; and Instructional Technology and Business Services.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Helix Charter High School is projecting it will receive \$2,927,110 based on the enrollment of foster youth, English learner, and low-income students. Helix Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Helix Charter High School plans to spend \$3,303,600 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Supplemental and Concentration funds are being utilized on actions that are principally directed toward high needs student and have been effective in the Helix Charter High School District (HCHS) making progress and showing growth on the state and local indicators. HCHS is supporting the needs of its low-income students, English learners, and foster and homeless youth with an array of support services and programs. In support of this commitment, HCHS has implemented the following actions that are principally directed toward high needs students and are effective in meeting the LCAP Goals:

LCAP Goal 1. Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Culture that Equips Students to Reach Personal and Academic Potential (\$190,600)

- a. Expanded English Learner Course Offerings - Increase Beginning EL Course Offerings - Increase Academic Supports in Course - Implementation of EL Coordinator
- b. ELD Textbooks/Instructional Materials - Maintenance of National Geographic Textbook & Materials - Instructional Materials Social Studies
- c. Maintenance of Literacy Focus - Actively Learn, Achieve 3000 - Library Research Tools
- d. Expanded Implementation use of NWEA in 9th and 10th Grade English and math Assessment Tool Implement SBAC Practice Assessment in 11th Grade English and math
- e. E3 Project: Participate in E3 project to develop an evaluation system focused on teacher growth and development

LCAP Goal 2. Safe and Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle (\$300,800)

- a. Staff and Student Recognition: - Honor Roll, Perfect Attendance, Platinum at Graduation, Etc. - Maintain Television Monitors
- b. CTK - Apricot Select is a purchased software designed to meet the record keeping needs of the Helix Wellness Center. Apricot also provides ongoing needs assessment
- c. Guidance Department Budget: Ongoing support to student support services; provides training and supply budget.
- d. 2 FTE for Counseling/Social Work Support Staff - Increased staffing provided increased services to student population, increased group work offerings and staff training. - Homeless Liaison
- e. Transfer Student Services: Implementation of services for all 10-12th grade student transfers. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure. Student 2 Student Organization.
- f. Wellness Center Department Budget: Provides annual budget to continue program implementations, ongoing trainings and text support for staffing and student services.
9th Grade Transfer Support: 9th grade student transition support.
- g. School Climate/Culture Training & Implementation Restorative Practices -Helix Restorative Training of Student Support TKF Foundation Partnership -Student and Staff TKF Processing Circles Held
- h. Student 2 Student Organization (S2S) This is a student-led, adult-supervised program designed to welcome, orient and assist new students as they transfer into Helix. The student leaders conduct an orientation prior to the start of school, and monthly new student welcome lunches throughout the year. They also have started a "Come Sit With Us" initiative in an attempt to reduce social isolation on campus.
- i. Safe School Ambassadors (SSA) Safe School Ambassadors is a student-based anti-bullying program that identifies socially-influential students on campus and trains them to be upstanders to prevent and stop emotional and physical bullying. Student leaders, with the regular support of trained staff, identify and intervene on acts of aggression within their friend groups, clubs, teams or co-curricular programs, thereby changing the social norms within their groups and creating a safer school climate.

LCAP Goal 3. 21st Century Technology: Modernize and Systematically Integrate Technology into Helix Culture (\$208,500)

- a. 1:1 Chromebook Implementation & Maintenance
- b. Technology Implementation Support - Staffing at Registration for Online Enrollment - Math Assessment @ 9th Grade - FAFSA Support

LCAP Goal 4. Expanded School: Expand opportunities for student learning via College and Career Outreach, Community College Dual Enrollment, Career Technical Education, and other innovative educational programs. (\$765,000)

- a. College and Career Counselor - Staffing Increase in Guidance
- b. Dual Enrollment - College Level Course Access Community College Courses
- c. Incorporate College/Career Outreach and Education Programs: 1. Naviance 2. C4Me 3. Helix First College Exploration 4. SPACE Program: 12th Grade College Support Enrollment Program 5. Naviance ACT and d. AP Online Prep Courses 6. RISE UP Program: 10th Grade College Preparation/Readiness Program w/ Parent/Guardian College Tour
- e. College Readiness Course Offerings - Designed to help students enter college without the need of remediation courses.

LCAP Goal 5. Close the Achievement Gap Through Effective Collaboration and Innovative Practice (\$1,916,200)

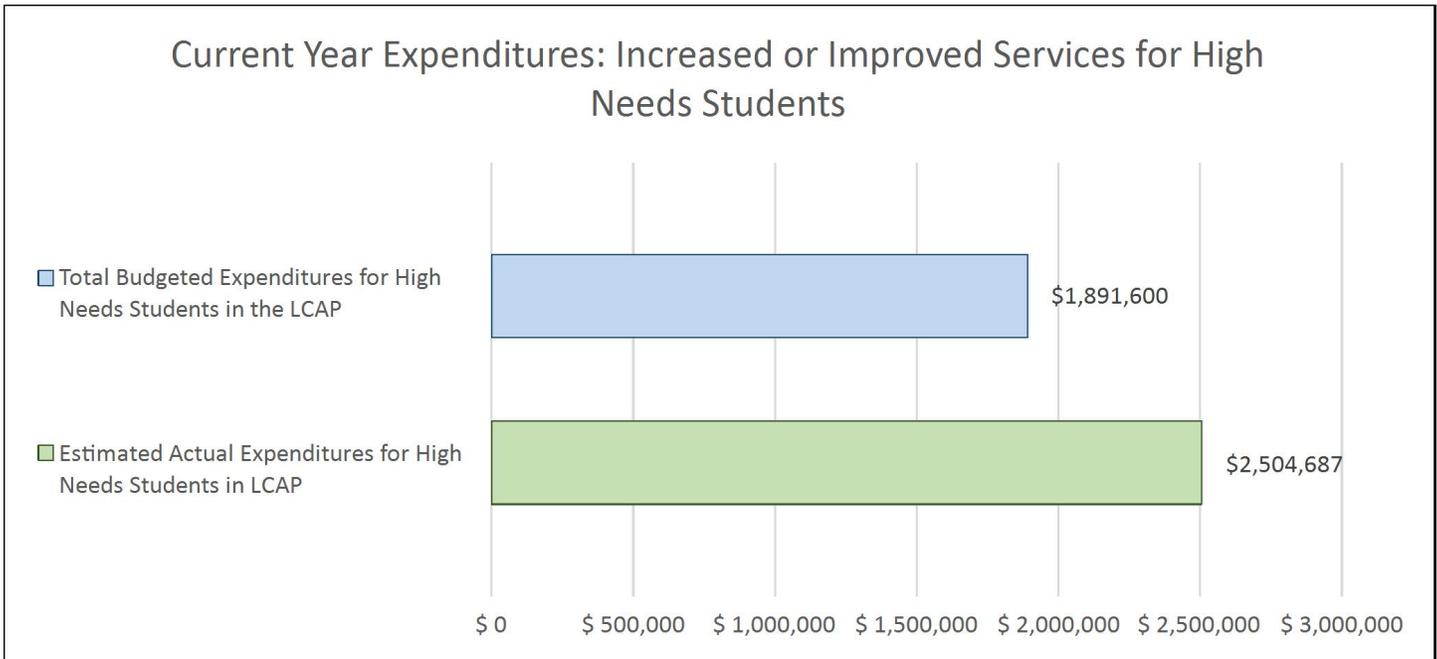
- a. Maintaining a schoolwide Academic Support Program at all grade levels with subject specific supports in general education and special education. This action/service includes all of the following components: - Program Supervisor - Academic Leads - Academic Coaches (GenEd/SpEd) - Dropout Detective - Department Budget
- b. Professional development for the English Learner Program; Implementation of an English Learner Coordinator.
- c. Maintain Enrollment Reduction for class size cap from 31:1 to 30:1.
- d. Increase exposure to Algebra I and Algebra II curriculum-- extending each course to a year-long schoolwide.
- e. AP Fee Reimbursement
- f. Helix First: 9th Grade Transition Program
- g. Summer Institute: Content Specific Staff Development during summer.

LCAP Goal 6. Parent and Community Integration: Develop Parent and Community Partnerships that Establish Helix as a Community Center (\$29,000)

- a. Maintaining Annual Events - Back to School Nights - 9-12th Grade Curriculum Meet and Greet - Quarter 1 and 3 - Parent Shadow Day - 9-12th Grade Shadow Day to Experience Helix as a Student - Spring Fling - Incoming 9th Grade Orientation - Summer Registration - Build course schedules with parent input - Discuss academic progress - Review grade level specific student needs - Parent Compact that delineates commitment to HCHS and our academic program
- b. Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs. - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise. - Community Events/Topics: Health, Financial, Education
- c. Providing Translation Services to Expand Parent Education Opportunities.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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.

In 2018-19, Helix Charter High School's LCAP budgeted \$1,891,600 for planned actions to increase or improve services for high needs students. Helix Charter High School estimates that it will actually spend \$2,504,687 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$613,087 had the following impact on Helix Charter High School's ability to increase or improve services for high needs students: Helix Charter High School (HCHS) is supporting the needs of its low income, foster, homeless, English learner and redesignated FEP students with a variety of supports designed to accelerate increases in student learning. Programs and services are principally directed towards, and are effective in, assisting unduplicated pupils in meeting state and local priorities or indicators. Actions and services are designed to make an impact on the overall learning environment and the climate of the school as a whole. Helix is supporting the needs of its unduplicated pupils with a variety of services, early interventions and ongoing monitoring. An essential component of the success of all students at Helix is keeping our Mission at the forefront and supporting our students to attain our Vision.

In support of this commitment, HCHS has implemented the following that has proven effective in supporting all students, but are principally directed toward the unduplicated pupil groups: before- and after-school tutorials; programs to make up Incomplete grades; Student Ambassador and peer mentoring programs; Grade Level Teams; on-site Social Workers; a Foster & Homeless Youth Liaison; campus Wellness Center that connects families to community resources; Advanced Placement exam fee support; Helix 1:1 laptop initiative; double-dose Algebra I, campus-wide Academic Support program and Helix Family First parent information meetings after regular school hours to accommodate working families.

We will increase the amount of services provided by increased guidance and classroom staffing, course offerings, class supports. We will increase equity of access to technology by pairing technology with

classroom teachers who provide real-time support and encouragement to underserved students; boosting engagement amongst students most at risk. We will continue to identify at-risk students early with ongoing programs and additional web-based data-driven monitoring system. We will also continue our Academic Support Program "Where Everyone Achieves" program to help identify and provide supports for students in all our targeted subgroups.

In support of our English learner and redesignated FEP pupil groups, our English language learner program is developing the use of EDGE curriculum, community-based instructional learning opportunities and Achieve 3000, an online reading development support program; providing translation services for Spanish, Somali and other languages during parent outreach; FTEs to effectively support the progress and expand the course options of EL and RFEP students; and professional development revolving around teaching EL students.

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

Helix Charter High School will meet the proportionality requirements of 3% in 2018-19 through services referenced throughout the LCAP. Activities in direct support of English learners, low income, redesignated fluent English proficient, and special education students will be measured in with LCAP Mandated Metrics in addition to onsite methods of monitoring allowing assessing us to assess attainment of our annual goals set in the LCAP. All allocated funds will be used for increased and improved services for unduplicated pupils.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Helix Charter High School	Kevin Osborn Executive Director	kosborn@helixcharter.net 619-644-1940

2017-20 Plan Summary

The Story

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

Overall enrollment at Helix has remained steady at 2,465 total students. The racial and ethnic diversity of the student body remains a strength of Helix. As illustrated in the table, since the 2015-16 school year, the African American population has declined slightly from 17.0% to 14.0%. However, as shown in the graph below, our African American student population in 2017-18 was significantly higher than the State at 5.5% and the Grossmont Union High School District (GUHSD) at 6.5%. Helix Asian student population has remained relatively the same at 4.6% of our student population; however, in 2017-18 it is significantly lower than the States at 9.2% and slightly higher than GUHSD at 2.2%. The largest subgroup of students at Helix is Hispanic/Latino students at 47.7%. The Helix Hispanic student population of 47.7% in 2017-18 is lower than the State at 54.3% and higher than GUHSD at 39.9%. The white student population at Helix has increased slightly to 21.2% of the overall student population. The white student population of 21.2% is slightly less than the State at 23.2% but significantly less than GUHSD at 41.4%. Students identified as two or more races and other have remained relatively the same over the past three years.

Special student populations at Helix as illustrated in the table above have all remained relatively the same percentage of overall student population since the 2015-16 school year. As illustrated in the graph below, English Learner (EL) population was 7.1% which was significantly lower than the State at 20.45% yet similar to GUHSD at 10.8%. In 2017-18, socio-economically disadvantaged students at Helix were 60.3% of the overall student body which was relatively the same as the State at 61.5%

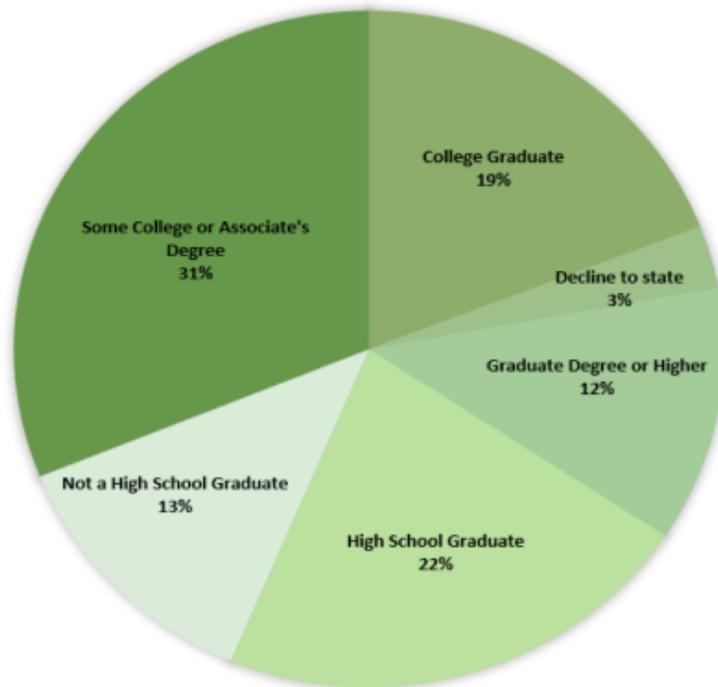
and higher than GUHSD at 55.1%. In 2017-18, students with disabilities at Helix were 8.7% which was lower than the State at 11.3% and GUHSD at 11.3%.

The Parent Education Level Chart to the right shows the educational background of Helix students' parents, based upon a survey administered during summer registration in 2018. A total of 4586 parents/guardians responded. A full 31% of those surveyed are college graduates, with 12% having graduate degrees or higher. In addition, 31% reported having some college or an associates degree.

The Helix school community is aware of the challenges many students face due to parent education level and low socioeconomic status. As this graph attests, Helix students come from a broad range of family educational backgrounds, and many graduates are among the first in their families to attend four-year universities.

Year	Total Enrollment	African American	Asian	Hispanic/Latino	White	Two or More Races	Other	English Learners	Socio-Econ Disadv	Students Disabilities
2017-18	2465	14.0	4.6	47.7	21.2	8.6	3.9	7.1	60.3	8.7
2016-17	2511	15.9	4.9	47.7	19.6	8.8	3.2	7.0	62.2	8.1
2015-16	2475	17.0	4.7	47.5	19.0	8.7	3.1	7.8	62.1	8.9
Percent Change	-0.4	-17.6	-2.1	+0.4	+11.6	-1.1	+25.8	-8.9	-2.9	-2.2

2018-19 HELIX PARENT/GUARDIAN EDUCATION LEVEL



LCAP Highlights

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

The 2019-20 LCAP will continue to focus on the following 6 Goals:

Goal 1. Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Culture that Equips Students to Reach Personal and Academic Potential

Goal 2. Safe and Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle

Goal 3. 21st Century Technology: Modernize and Systematically Integrate Technology into Helix Culture

Goal 4. Expanded School: Expand opportunities for student learning via College and Career Outreach, Community College Dual Enrollment, Career Technical Education, and other innovative educational programs.

Goal 5. Close the Achievement Gap Through Effective Collaboration and Innovative Practice

Goal 6. Parent and Community Integration: Develop Parent and Community Partnerships that Establish Helix as a Community Center

These goals are the basis of our school's Strategic Plan and are essential to attaining our Mission and Vision. Within the 2019-20 LCAP, Helix will continue to expand the listing of our actions and services under each goal to improve transparency to all stakeholders.

Values and Beliefs:

We believe...

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

quality work

- ----effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.

We value...

- ----each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to

achieve success

- ----the diverse ideas, values, and cultures that enrich our school system
- ----a safe and supportive learning environment that promotes student achievement

- ----a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

Review of Performance

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

Greatest Progress

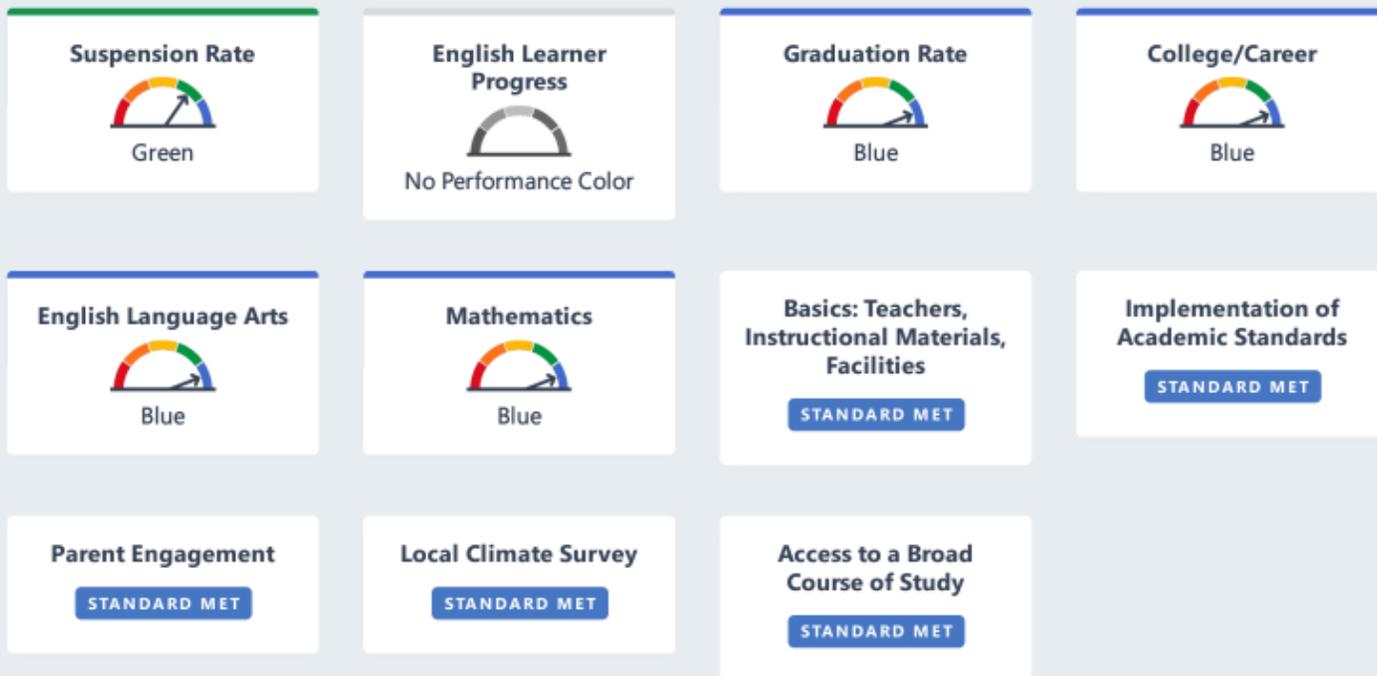
Helix Charter High School is most proud of the following aspects in our program:

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

As seen in our Dashboard accountability, Helix ratings are all in the Blue and Green rankings. In English Language Arts, our students increased 3.4 points and are 81.7 points above standard. In Mathematics, our student increased 56.7 points and are 48.8 points above standard. Our outcomes for College and Career Ready our students increased 19.4% and over 78.6% of our graduates are deemed prepared. Our Graduation Rate increased 1.2% and over 95.4% of our students graduated in their starting 4-year cohort.

Helix High

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

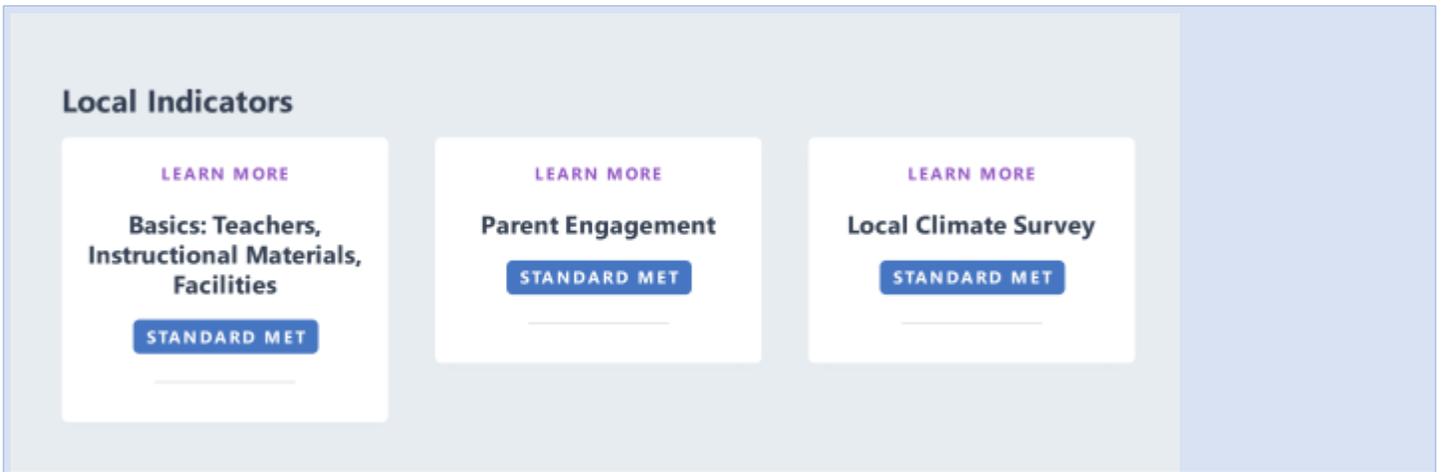


Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that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

Greatest Needs

Helix Charter High School's greatest needs in our program:

In the Fall 2018 Dashboard release, Helix did not have any state indicator or local performance indicator for which the overall performance indicators were in the “Red” or “Orange”. Additionally, all our Local Indicator Standards were met.



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

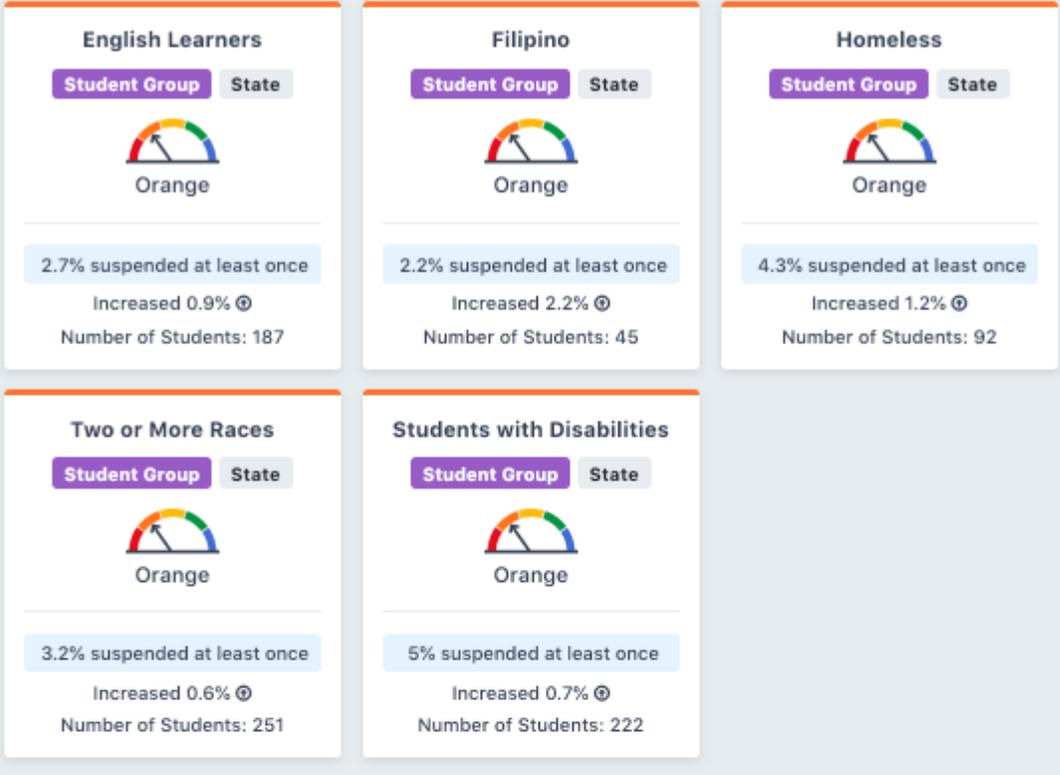
Performance Gaps

Helix Charter High School's performance gaps in our program:

In the Fall 2018 Dashboard release, Helix had only one state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

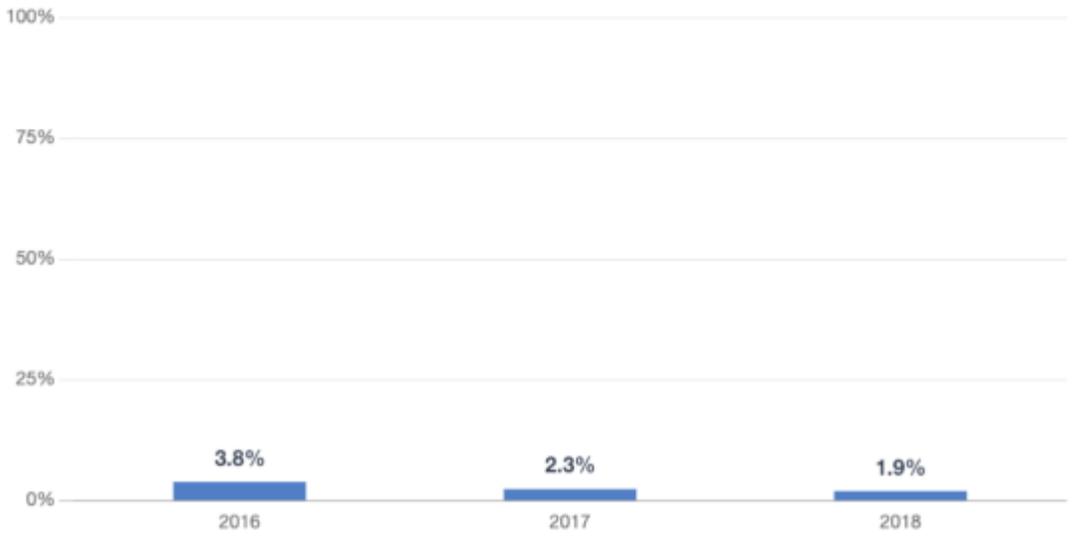
Suspension Rate

Helix’s sub-group of the following students fell two or more performance levels below the “all student” performance: English Learners, Filipino, Homeless, Two or More Races and Students with Disabilities. In analysis of the data, these subgroups are in the Medium status and consisted of a 0.6% (Two or More Races) increase to a 2.2% (Filipino) increase. In an effort to address this performance gap, we will look at what we already do to promote positive student behavior and examine where we can implement more systemic restorative practices, positive behavior interventions and support.



Suspension Rate By Year

Percentage of students who were suspended.



Comprehensive Support and Improvement

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

Schools Identified

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

Does not apply to Helix Charter High School.

Support for Identified Schools

Describe how the LEA supported 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.

Does not apply to Helix Charter High School.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Does not apply to Helix Charter High School.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Academic Culture That Equips Students to Reach Personal and Academic Potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Teacher assignment and certification--State Required Metric (SRM)
2. Standards-aligned instructional materials and their implementation for all students--SRM
3. Pupil enrollment in a broad course of study--SRM
4. Academic Proficiency in ELA and Mathematics (CAASPP)--SRM
- 5: Schoolwide Graduation Rate (Cohort Data)--SRM
6. Advance Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken
7. 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)
8. P2 Attendance Rate
9. Schoolwide UC a-g completion rate

Actual

MEASURE 1:

Maintain Appropriate Teacher assignment and certification
In 2018-19, No Rate of Teacher Misassignment

MEASURE 2:

Maintain compliance with Williams regarding standards-aligned instructional materials and their implementation for all students
In 2018-19, Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program

MEASURE 3:

Maintain 100% participation in Summer Enrollment meetings to ensure pupil enrollment in a broad course of study
In 2018-19, Maintained 100% participation

MEASURE 4:

Smarter Balanced Assessment Consortium (SBAC) results in (2014-15 Baseline); increase 1 percentage point in students achieving Standard Met or Standard Exceeded in both ELA and Math.

2017-18 (Decreased Student Outcomes in Standard Met and Exceeded Standard in ELA and Math)

35.97% ELA Standard Met, 46.76% Exceeded
37.68% Math Standard Met, 35.14% Exceeded

2016-17

35.18% ELA Standard Met, 44.89% Exceeded
30.28% Math Standard Met, 16.73% Exceeded

2015-16

ELA 36% Standard Met, 23% Exceeded
Math 26% Standard Met, 13% Exceeded

2014-15

ELA 40% Standard Met, 26% Exceeded
Math 27% Standard Met, 15% Exceeded

MEASURE 5:

1 percentage increase in Schoolwide Graduation Rate (Cohort Data)

2017-18 Rate: 95.4%

2016-17 Rate: 94.2%

2015-16 Rate: 92.9%

2014-15 Rate: 89.0%

2013-14 Rate: 90.1%

Expected

18-19

Measure 1:

Maintain Appropriate Teacher assignment and certification

Measure 2:

Maintain compliance with Williams regarding standards-aligned instructional materials and their implementation for all students

Measure 3:

Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study

Measure 4:

Smarter Balanced Assessment Consortium (SBAC) results in (2014-15 Baseline); increase 1 percentage point in students achieving Standard Met or Standard Exceeded in both ELA and Math.

Measure 5:

1 percentage increase in Schoolwide Graduation Rate (Cohort Data)

Measure 6:

1 percentage point increase in Advance Placement (AP) passing rates (3 or higher)

Measure 7:

Maintain AP Excellence and Equity percentage rate

Measure 8:

0.01 percentage point improvement in attendance rate

Measure 9:

Maintain Schoolwide UC a-g completion rate

Actual

MEASURE 6:

1 percentage point increase in Advance Placement (AP) passing rates (3 or higher)

2017-18 70.1% (779 Tests)

2016-17 62.8% (862 Tests)

2015-16 60.7% (1347 Tests)

2014-15 60.7% (754 Tests)

2013-14 58.1% (833 Tests)

MEASURE 7:

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)

2017-18 27.2%

2016-17 23.0%

2015-16 30.9%

2014-15 26.7%

MEASURE 8:

0.01 percentage point improvement in attendance rate

2017-18 96.63 (.24% decrease)

2016-17 96.87

2015-16 96.64%

2014-15 96.79%

MEASURE 9:

Maintain Schoolwide UC a-g completion rate

2017-18 97.1%

2016-17 95.0%

2015-16 94.9%

2014-15 93.2%

Expected

Baseline

Measure 1: Teacher assignment and certification--State Required Metric (SRM)

No Rate of Teacher Misalignment

Measure 2: Standards-aligned instructional materials and their implementation for all students--SRM

Complied with Williams; Continued Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program

Measure 3: Pupil enrollment in a broad course of study--SRM

100% participation in Course Selection for Enrollment

Measure 5: Academic Proficiency in ELA and Mathematics (CAASPP)--SRM

2016-17

ELA 35% Standard Met, 46% Exceeded

Math 31% Standard Met, 17% Exceeded

2015-16

ELA 36% Standard Met, 23% Exceeded

Math 26% Standard Met, 13% Exceeded

2014-15

ELA 40% Standard Met, 26% Exceeded

Math 27% Standard Met, 15% Exceeded

Measure 5: Schoolwide Graduation Rate (Cohort Data)--SRM

2016-17 Rate: 92.1%

2015-16 Rate: 93.0%

2014-15 Rate: 89.0%

6. Advanced Placement (AP) passing rates (3 or higher), Total Tests

Passed and Total Count of Tests Taken

Measure 6:

2016-17 62.8% (862 Tests)

2015-16 60.7% (1347 Tests)

2014-15 60.7% (754 Tests)

2013-14 58.1% (833 Tests)

Measure 7: AP Excellence and Equity (Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors)

2016-17 23.0%

2015-16 30.9%

2014-15 26.7%

Measure 8: P2 Attendance Rate

2016-17 96.87% (Increased .23%)

2015-16 96.64%

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Standards Based Curriculum Implementation</p> <ul style="list-style-type: none"> - Working schoolwide to implement Common Core - Working to implement NGSS curriculum - Funding Course Level Team Stipends - Attending PD related to Common Core/NGSS 	<p>Funding allowed the following:</p> <p>Staff development across campus regarding implementation; Science department release days to work on Next Generation Science Standards</p> <p>Stipends for Course Level Team (CLT) Leaders to develop assessment reviews, pacing guides, curriculum and set up design/grading days or PD with their CLT.</p> <p>6 Teachers on Special Assignment; working with all staff to embrace Common Core and enhance implementation in the classroom.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$250,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$250,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$30,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Standards Based Curriculum Implementation</p> <ul style="list-style-type: none"> - Working schoolwide to implement Common Core 	<p>Purchased textbooks departmentally and maintained instructional materials in the classroom. Increased this action to get classroom instructional materials modernized and</p>	<p>4000-4999: Books And Supplies LCFF \$95,000.00</p>	<p>4000-4999: Books And Supplies LCFF \$100,010</p>

- - Working to implement NGSS curriculum
- - Funding Course Level Team Stipends
- - Attending PD related to Common Core/NGSS

connected to current state standards.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanded English Learner Course Offerings <ul style="list-style-type: none"> • - Increase Beginning EL Course Offerings • - Increase Academic Supports in Course • - Common English Learners Teacher Prep 	Funding provided the opportunity to maintain expanded course offerings to include the following: Expansion of Beginning ELD to a double dosed full year of English; double dosed full year of Social Studies; and year long academic support course. These courses are designed for the beginning levels of our ELD program and existing EL students who have not been re-designated. The courses serve as exposure to the academic language necessary for success at the college prep level.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,000.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELD Textbooks/Instructional Materials <ul style="list-style-type: none"> • - Maintenance of National Geographic Textbook & Materials • - Instructional Materials Social Studies 	\$3840 Allocated for ELD textbook materials for English for English Learners and Sheltered Social Science and Science courses. ELD courses also supplemented curriculum with instructional	4000-4999: Books And Supplies Supplemental and Concentration \$10,000.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6059

- Accelerated Math for SH Math

experiences that tied into language development and learning exposure. Additionally, Sheltered courses purchased materials for their curriculum.

\$2219

Allocated for Renaissance Accelerated Math® which provides deep math practice at the unique levels students need in order for them to grow—from foundational skills to grade-level standards. It's the key to mastering math: Building incremental confidence. Once students feel confident, they open up to mathematical discourse in the Sheltered Math course.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance of Literacy Focus <ul style="list-style-type: none"> - Actively Learn, Achieve 3000: Schoolwide implementation, Increased existing contract/licenses to all of 9th, 10th, ELD 	Purchased schoolwide licenses for all students in Actively Learn and maintained licenses in Achieve 3000 for schoolwide implementation. Purchased the following research based information access for the library: EBSCO, Facts on File, Infobase - Bloom's Literature and JSTOR.	4000-4999: Books And Supplies Supplemental and Concentration \$65,000.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$68,671

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Instructional Materials: Department purchase of textbooks/research based instructional materials

In 2018-19, Department Funds maintained funding at 100% of the original budgeting per student factor. Each department supply budgets schoolwide made purchases to support the implementation of curriculum.

4000-4999: Books And Supplies LCFF \$75,000.00

4000-4999: Books And Supplies LCFF \$125,080

Action 7

Planned Actions/Services

Expanded Implementation use of NWEA in 9th and 10th Grade English and math Assessment Tool
Implement SBAC Practice Assessment in 11th Grade English and math

Actual Actions/Services

Expanded implementation of Northwest Evaluation Association research based assessments and professional development utilizing MAP. Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. Providing feedback to teacher's as to student's individual skills and areas of need.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$20,000.00

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,00.00

Action 8

Planned Actions/Services

E3 Project:
Participate in E3 project to develop an evaluation system focused on teacher growth and development

Actual Actions/Services

E3 project to develop and implement an evaluation system focused on teacher growth and development; working in partnership with San Diego County Office of Education; funding covered 5 teachers for 3.5 days in the 18/19 SY.

.5 day August 2018
1.0 day October 2018

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$5,600.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2500

1.0 day January 2019
1.0 day March 2019

Sub costs are \$600.00 per full day,
and \$300 per half day, for a total
of: \$2,100.00 for sub cost. Lunch
costs for 2 follow-up meetings
\$200

Analysis

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

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

Actions and services were implemented as stated and found to be effective in providing a comprehensive education with academic rigor.

Professional development occurred across curriculum regarding implementation of Common Core and Next Generation Science Standards. Additionally, all Course Level Teams worked as professional teams to enhance their curriculum and assessments; requesting additional time for development as needed from the Professional Development Committee.

A Stipend for Course Level Team (CLT) Leaders to develop assessment reviews, pacing guides, curriculum and set up design/grading days or PD with their CLT clearly impacted the results of each department.

Implementation of NWEA as a tool to provide feedback on initial student skills has helped to bridge the of each department.

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

We have seen growth in overall student lexile in Achieve 3000 usage on campus. As seen with our SBAC and Dashboard indicators, our actions and services clearly impacted outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have any fiscally significant instructional material purchases in 2018-19.

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

Based on SBAC metrics in 2017-18, we maintained implementation of our actions and services with minimal changes.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Safe & Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Measure 1:

5 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage

Measure 2:

1 percentage point increase in staff and parents feeling school is a safe place on CHKS

Measure 3:

.5% suspension rate reduction as compared to baseline (2013-14)

Measure 4:

Maintain expulsion rate as compared to baseline (2013-14)

Measure 5:

1% Reduction of In School Suspension Days

- ISS rate will be reported in total # of Periods with I reported in Synergy ATD401.

Measure 6:

Increase Wellness Center Group Offerings as compared to baseline (2013-14)

Measure 7. Facilities Maintenance in Good Repair--SRM

Actual

MEASURE 1:

.01 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage

2018-19: 72% Feel Safe to Very Safe on Campus

2016-17: 82% Feel Safe to Very Safe on Campus

2014-15: 76% Feel Safe to Very Safe on Campus

MEASURE 2:

.01 percentage point increase in staff and parents feeling school is a safe place on CHKS

2018-19: 99% of staff/95% of parent survey feel HCHS is a safe place for students

2016-17: 98% of staff survey feel HCHS is a safe place for students

2014-15: 62% of staff survey feel HCHS is a safe place for students

MEASURE 3:

.01% suspension rate reduction as compared to baseline (2013-14)

2017-18: 1.9%

2016-17: 2.3%

2015-16: 3.8%

2014-15: 2.3%

MEASURE 4:

Maintain expulsion rate as compared to baseline (2013-14)

2017-18: 0.04%

2016-17: 0.12%

Expected

18-19

Measure 1:

.01 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage

Measure 2:

.01 percentage point increase in staff and parents feeling school is a safe place on CHKS

Measure 3:

.01% suspension rate reduction as compared to baseline (2013-14)

Measure 4:

Maintain expulsion rate as compared to baseline (2013-14)

Measure 5:

1% Reduction of In School Suspension Days

Measure 6:

Increase Wellness Center Group Offerings as compared to baseline (2013-14)

Measure 7:

Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating

Actual

2015-16: 0.04%

2014-15: 0%

MEASURE 5:

1% Reduction of In School Suspension Days

- -ISS rate will be reported in total # of Periods with I reported in Synergy ATD401.

2017-18: 1072 Periods of ISS

2016-17: 924 Periods of ISS

2015-16: 872 Periods of ISS

MEASURE 6:

Increase Wellness Center Group Offerings as compared to baseline (2013-14)

2017-18: 7 groups with 62 Students

2016-17: 6 groups with 55 Students

2015-16: 11 groups with 102 Students

2014-15: 7 groups with 63 Students

MEASURE 7:

Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating

Baseline

2018-19

Facilities Maintenance in Good Repair

Expected

Baseline

Measure 1:

82% Feel Safe to Very Safe on Campus in 2016-17

76% Feel Safe to Very Safe on Campus in 2014-15

Measure 2:

98% of staff survey feel HCHS is a safe place for students in 2016-17

62% of staff survey feel HCHS is a safe place for students in 2014-15

98% of staff survey feel HCHS is a safe place for staff in 2016-17

72% of staff survey feel HCHS is a safe place for staff in 2014-15

Measure 3:

2016-17: 2.3%

2015-16: 3.8%

2014-15: 2.3%

Measure 4:

2016-17: 0.12%

2015-16: 0.04%

2014-15: 0%

Measure 5:

2016-17: Periods of ISS

2015-16: 872 Periods of ISS

Measure 6:

2016-17: 6 groups with 55 Students

2015-16: 11 groups with 102 Students

2014-15: 7 groups with 63 Students

Measure 7:

Facilities FIT Rating: Good

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Staff and Student Recognition:

- - Honor Roll, Perfect Attendance, Platinum at Graduation, Etc.
- - Maintain Television Monitors for Continued Recognition on Campus

Funding for this action allowed the school to celebrate the milestones of our students who achieve Honor Roll, Perfect Attendance and/or Platinum Cord quarterly via the posters with their names in highly visible areas on campus.

Additionally, we are able to purchase Platinum Cords for our graduating seniors who are in the top 10% of the class to be presented at the Senior Awards Banquet. We also supported a "No One Eats Alone" event with our student SADD program.

We also funded the purchase of two additional monitors for digital displays of Student Recognition and College Acceptance.

4000-4999: Books And Supplies Supplemental and Concentration \$3000.00

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6732

Action 2

Planned Actions/Services

CTK - Apricot Select is a purchased software designed to meet the record keeping needs of the Helix Wellness Center. Apricot also provides ongoing needs assessment

Actual Actions/Services

Continued CTK - Apricot Select Software for use by our Social Workers in the Helix Wellness Center; Apricot is a case management software system developed by social service providers around the real-world needs of case management programs to track client care and report on outcomes. The software will allow Helix Social Workers to

Budgeted Expenditures

6000-6999: Capital Outlay Supplemental and Concentration \$2800.00

Estimated Actual Expenditures

6000-6999: Capital Outlay LCFF Supplemental and Concentration \$2861

document effectively and report information in a more efficient manner.

Easy and trackable documentation and data entry allows us to better meet standards of care for social work services to adolescents, improve communication and services for students, and provide protection with potential liability issues.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Guidance Department Budget: Ongoing support to student support services; provides training and supply budget.</p>	<p>Funding of the Guidance Department Budget allowed the following: Increased services for students and parents based on Professional Development opportunities attended with local service providers, colleges and San Diego County Office of Education.</p>	<p>6000-6999: Capital Outlay Supplemental and Concentration \$2500.00</p>	<p>6000-6999: Capital Outlay LCFF Supplemental and Concentration \$2630</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2 FTE for Counseling/Social Work Support Staff</p> <ul style="list-style-type: none"> - Increased staffing provided increased services to student population, increased group work offerings and staff training. - Homeless Liaison 	<p>Funding provides for the addition of 2 FTE to employ Social Workers in the Wellness Center for additional student support and to aid in the schoolwide training of Staff for Social Emotional Needs.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$265,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$265,693</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Safety</p> <ul style="list-style-type: none"> - Increase to Lead Supervisor Calendar Days from 185 to 194 	<p>Increased number of work days for the Lead Campus Supervisors to allow for training and development of Professional Development with Campus Supervision.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$6100.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6838</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Transfer Student Services: Implementation of services for all 10-12th grade student transfers. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure. Student 2 Student Organization.</p>	<p>Implementation of services for all 10-12th grade students who transfer to Helix after their freshman year. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1000.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1648</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Wellness Center Department Budget: Provides annual budget to continue program implementations, ongoing trainings and text support for staffing and student services.</p>	<p>Funding of the Wellness Center Department Budget allowed for the purchase of the following:</p> <p>Professional Development opportunities with San Diego County support services and Offices of Education.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1000.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1035</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9th Grade Transfer Support: 9th grade student transition support.	Hosted Scottie Pride Day; an orientation for all incoming 9th grade. The purpose of this funding is to build a connection for all our students to Helix as well as each other as they all come from a variety of feeder middle schools. Additionally, this event reduces the anxiety students experience prior to the first day on campus.	4000-4999: Books And Supplies LCFF \$1500.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1248

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Deferred Maintenance <ul style="list-style-type: none"> - Track & Field Replacement 	Funding for Deferred Maintenance with one-time funds allotted for the following action to take place: <p>Carpeting in 1600's classroom Instructional Technology Office Revamp Railing on Campus Mindfulness Room A/V Equipment for Gym Gym Floor Air-conditioning in Academic Support Office</p>	LCFF \$100,000.00	6000-6999: Capital Outlay LCFF \$103,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Custodial Staffing <ul style="list-style-type: none"> - 2 Additional Staff (Grounds & 	Funding allowed for additional Custodial Staffing; hired two additional personnel, a full-time Grounds person and full-time	2000-2999: Classified Personnel Salaries LCFF \$119,000.00	2000-2999: Classified Personnel Salaries LCFF \$119,656

Utility/Custodial) in 2015-16

Utility/Custodial person.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Climate/Culture Training & Implementation</p> <p>Restorative Practices</p> <ul style="list-style-type: none">-Helix Restorative Training of Student Support <p>TKF Foundation Partnership</p> <ul style="list-style-type: none">-Student and Staff TKF Processing Circles Held	<p>Train staff to implement Restorative Practices</p> <ul style="list-style-type: none">• Helix Restorative Training (Certified) <p>Training by International Institute for Restorative Practices (IIRP)/TKF Foundation</p> <ul style="list-style-type: none">• focused on training on best practices related to student discipline, bullying/harassment, and cultural diversity	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6500.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6516</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Facility Improvements and Planning</p> <ul style="list-style-type: none">-Improved access on Athletic Facilities to water fountains and defibrillators	<p>Funding provided purchase of an additional defibrillator; water fountain bottle filler for student use.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1000</p>

- -Improved restroom facilities on Athletic Facilities

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student 2 Student Organization (S2S)</p> <p>This is a student-led, adult-supervised program designed to welcome, orient and assist new students as they transfer into Helix. The student leaders conduct an orientation prior to the start of school, and monthly new student welcome lunches throughout the year. They also have started a "Come Sit With Us" initiative in an attempt to reduce social isolation on campus.</p>	<p>Funding provided the following:</p> <p>Student Orientation (Food and decorations), Monthly student lunches; Training, Sweatshirts for tours/ recognition/visible support to new students; Graduation Cords/Recognition.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1500.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1552</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe School Ambassadors (SSA)</p> <p>Safe School Ambassadors is a student-based anti-bullying program that identifies socially-influential students on campus and trains them to be upstanders to prevent and stop emotional and physical bullying. Student leaders,</p>	<p>SSA did not access training this year; they did continue with limited lunch meetings. We anticipate fully implementing the program next year.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$6000.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$158</p>

with the regular support of trained staff, identify and intervene on acts of aggression within their friend groups, clubs, teams or co-curricular programs, thereby changing the social norms within their groups and creating a safer school climate.



Analysis

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

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

Actions and services were implemented as stated; with some with some areas utilized a reduced amount of the anticipated budget. Stakeholders acknowledged that this is a facility used consistently before, during and after school by students, staff and the community. To provide a functioning, clean environment we replaced carpeting in the 1600 portable classrooms, remodeled the Instructional Technology office to improve student access and support. We installed railing in newly remodeled areas and added a Mindfulness room for student use.

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

CHKS data indicates that our work with students in Wellness Center and Guidance Department is having a positive impact--students feel safe and connected to campus. While the Wellness Center did not meet the metric for Groups--we can see this as a positive as there was less need for Positive Choices and Anger Management due to a decrease of mandated referrals based on suspensions. Based on a need to continue to address recent school incidents we worked with Tariq Khamisa Foundation (TKF) again; an organization with a focus on best practices related to student discipline, bullying/harassment, and cultural diversity. Additionally, we implemented continued work with Restorative Practice and provided professional development provided by Ernie Mendes, focused on assisting teachers to engage their students, increase achievement, and improve behavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Safe School Ambassadors did not attend training this year and thus did not spend the anticipated budget. The replacement of the gym a/v equipment and floor was not an anticipated cost; however, the need to replace these items was essential to making the gym fully modernized.

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

Due to recent events at Helix and throughout our nation, focusing on providing a safe and supportive school environment has never been more important. Helix continued partnering with the Tariq Khamisa Foundation (TKF) as part of our efforts to address our goal of providing a safe and supportive environment which allows students and staff to thrive, learn, and grow. TKF's mission is to create safer schools and communities by educating and inspiring youth and adults in the restorative principles of accountability, compassion, forgiveness, and peacemaking. We also implemented continued training in Restorative Practices. Restorative practices provides schools with a framework to build community, strengthen relationships, and improve school climate.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

21st Century Technology: Modernize and Systematically Integrate Technology into Helix Culture.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (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)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Measure 1:
Increase from baseline of 4:1 ratio (2013-14) in student technology access; goal of 1:1 by end of 2018-19.

Measure 2:
Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education

Measure 3:
10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline

Measure 4:
Design and implementation of Digital Citizenship Plan

18-19

Measure 1:
Maintain 1:1 technology.

Measure 2:
Faculty Technology Survey measures
a) Maintain 100% Internet with no outage;
b) Maintain 100% Working Teacher Workstation;
c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education; and
d) increase access to tech support and PD based on 2013-14 baseline

Measure 3:
10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline

Measure 4:
Design and implementation of Digital Citizenship Plan

Actual

MEASURE 1:
Increase from baseline of 4:1 ratio (2013-14) in student technology access; goal of 1:1 by end of 2018-19.

2017-18
650 Chromebooks in 9th grade 1:1 Implementation
625 Chromebooks in 10th grade 1:1 Implementation
600 Chromebooks in 11th grade 1:1 Implementation
120 Chromebooks on carts
150 Desktops in Lab/Library

MEASURE 2:
Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education; and d) increase access to tech support and PD based on 2013-14 baseline

2017-18
a) 98% Internet with no outage
b) 100% Working Teacher Workstations
c) 100% Staff Use of Canvas and GAPE
d) Weekly tech support/PD access

MEASURE 3:
10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline

2017-18
All classrooms and office spaces now have wireless access, including the Performing Arts Center.

MEASURE 4:
Design and implementation of Digital Citizenship Plan

2017-18
Continued implementation of Digital Citizenship Plan; maintained vigilance with parent/student Chromebook Policy

Expected

Baseline

Measure 1: Increase from baseline of 4:1 ratio (2013-14) in student technology access; goal of 1:1 by end of 2018-19--Increased access to technology:

2016-17

650 Chromebooks in 9th grade 1:1 Implementation

625 Chromebooks in 10th grade 1:1 Implementation

600 Chromebooks in 11th grade 1:1 Implementation

120 Chromebooks on carts

150 Desktops in Lab/Library

2015-16

279 Chromebooks in 9th grade 1:1 Implementation

120 Chromebooks on carts

150 Desktops in Lab/Library

2014-15

90 Chromebooks on carts

150 Desktops in Lab/Library

Measure 2: Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education (GAPE)--Faculty Survey indicates the following:

2016-17

a) 98% Internet with no outage

b) 100% Working Teacher Workstations

c) 100% Staff Use of Canvas and GAPE

Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline--

2016-17

Increased access point campus-wide exceeding 10%; now connecting with Chromebooks more than 90% of the time.

Measure 4: Design and implementation of Digital Citizenship Plan

2016-17

Continued implementation of Digital Citizenship Plan; maintained vigilance with parent/student Chromebook

Policy

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Campuswide Digital Citizenship Plan; continued development and implementation.	A campus wide plan has been implemented with Chromebook distribution. The plan was continually refined during the year; we opted to digitally scan and collect the agreement at 9th grade.	5000-5999: Services And Other Operating Expenditures LCFF \$0.00	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintained Director of Data Systems and Information Technology	Funding maintained a Director of Data Systems and Information Technology to oversee and coordinate our technology services, support Helix 1-1 Initiative and schoolwide testing.	1000-1999: Certificated Personnel Salaries LCFF \$195,000.00	1000-1999: Certificated Personnel Salaries LCFF \$190,854

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1:1 Chromebook Implementation & Maintenance	Chromebook purchases were made to maintain the full implementation of Helix 1-1 Initiative; all 9-12 grade students have a Chromebook, all teachers and support have a Chromebook. Students and staff were provided Chromebooks and cases. Maintenance of all repairs and replacements also occurred.	4000-4999: Books And Supplies Supplemental and Concentration \$200,000.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$200,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased FTE in IT Department	Funding provided an additional FTE in Instructional Technology Department to support Helix 1.0 Initiative, maintaining technology campuswide and In-House Tech services.	2000-2999: Classified Personnel Salaries LCFF \$115,000.00	2000-2999: Classified Personnel Salaries LCFF \$125,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain In-House Technology Services <ul style="list-style-type: none">- Infrastructure for internet and technology services on site	Funding maintained In-House Technology Services and Infrastructure for internet and technology services onsite. Allowed maintenance of Network Switches, Core Routers and SAN Storage.	4000-4999: Books And Supplies LCFF \$40,000.00	4000-4999: Books And Supplies LCFF \$40,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology Staff Implementation: All the tech-based programs for staff <ul style="list-style-type: none">- Canvas LMS- Google Apps For Education (GAFE)- Synergy Ongoing Development/Training- BrightBytes- Follett Destiny- GoGuardian- Turnitin- WeVideo	Funding of schoolwide technology allowed the continued implementation of our Learning Management System Canvas, our use of Gmail and Google Apps For Education (GAFE) as well as the implementation of Follett Destiny Tracking to keep track of our textbooks with barcodes and scanners. We expanded schoolwide support programs to include Brightbytes, GoGuardian, WeVideo and Turnitin.com.	4000-4999: Books And Supplies LCFF \$125,000.00	4000-4999: Books And Supplies LCFF \$131,346

- - Peardeck

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology Implementation Support</p> <ul style="list-style-type: none"> • - Staffing at Registration for Online Enrollment • - Math Assessment @ 9th Grade • - FAFSA Support 	<p>Funding allowed for staffing support during Summer Registration; these staff provided support for Online Enrollment; by providing staff we were able to assist all those families with technology and assistance if needed. Allowed for a math assessment at the 9th grade level to identify at-risk students and provide math supports in the month of July.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8000.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8,109</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ongoing 21st Century Technology Maintenance and Modernization</p> <ul style="list-style-type: none"> • - Maintain/Enhance Wireless Schoolwide • - Maintain/Modernize Staff Workstations • - Maintain Lab Printers • - Computer Lab Maintenance • - Chromebook Cart Maintenance • - Digital Document Management & Copy Machine System 	<p>The Helix 1.0--1:1 Initiative continues to require a significant increase to improved technology supports campuswide. Continued support of the need for wifi effectivity is essential for the use of Chromebooks. Funding maintained additional wifi access points. Funding maintained teacher workstations in all classrooms, maintained classroom student access points and computer replacement rotation in library. Funding also included maintenance of CISCO Phone System.</p>	<p>4000-4999: Books And Supplies LCFF \$70,000.00</p>	<p>4000-4999: Books And Supplies LCFF \$70,000</p>

- - CISCO Phone System Schoolwide

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of Digital Portfolios <ul style="list-style-type: none"> • -Helix First/Advisory • -Sophomore Boards 	Implemented	LCFF \$0.00	

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementing a Senior IT Systems Engineer & Administrator <ul style="list-style-type: none"> • -position will lead/manage the IT Team in analyzing, designing, planning, implementing, maintaining, troubleshooting and enhancing complex systems or networks which include a combination of servers, LANs, WANs, storage arrays, and the hardware, firmware, and software components that integrate these systems. 	Funding allowed us to implement a Senior IT Systems Engineer & Administrator position. This position will leads/manages the IT Team in analyzing, designing, planning, implementing, maintaining, troubleshooting and enhancing complex systems or networks which include a combination of servers, LANs, WANs, storage arrays, and the hardware, firmware, and software components that integrate these systems.	2000-2999: Classified Personnel Salaries LCFF \$120,000.00	2000-2999: Classified Personnel Salaries LCFF \$120,000

Analysis

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

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

All actions and services were implemented as written. Based on review of 2018-19 Progress Indicators/Annual Measurable Outcomes with stakeholders, we will continue to focus on and implement professional development towards technology use and implementation in the the classroom. The increased wifi access points have eased the connectivity issues experienced in the past. We continue to evolve our usage and support as needed on campus.

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

We maintained our Helix 1:1 Chromebook schoolwide implementation, our prior technology supports in infrastructure have played an essential role in making the ongoing program successful. By removing the hurdles of wifi not connecting and staff not knowing what to do with the technology; we have definitely made significant gains in becoming a 21st Century Campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant material differenced between Budgeted and Actual Expenditures.

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

There were no changes made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Expanded School: Expand Opportunities for Student Learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 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)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Measure 1:

Determine baseline percentage of students enrolled in an articulated college-level course

Measure 2:

Sub-Group UC a-g completion rate

Measure 3:

Determine baseline rate of graduation class meeting College and Career Readiness percent of students EAP College and Career Ready

Actual

MEASURE 1:

Determine baseline percentage of students enrolled in an articulated college-level course; increase participation by 10 students

2017-18

Dual Enrollment (at Helix): --- completed courses 788

Concurrent Enrollment (at CC during school year): --- 37 confirmed (6/28/18)

Concurrent Enrollment (at CC during summer 2018): --- 132 confirmed (6/28/18)

2016-17

Dual Enrollment (at Helix): 242 completed courses

Concurrent Enrollment (at CC during school year): 44

Concurrent Enrollment (at CC during summer 2017): 127

Expected

18-19

Measure 1:
Increase participation by 10 students

Measure 2:
.01 percentage point increase in Sub-Group UC a-g completion rate

Measure 3:
1 percentage point increase in rate of graduation class meeting College and Career Readiness

Actual

2015-16 (Baseline)
Dual Enrollment (at Helix): 47 students completed courses
Concurrent Enrollment (at CC during school year): 74

MEASURE 2:
Sub-Group UC a-g completion rate; .01 percentage point increase in Sub-Group UC a-g completion rate

2017-18
97.1% All Students
100% Asian
95.2% Hispanic
97.3% African American
100% White
96.8% Economically Disadvantaged

2016-17
95.0% All Students
96.2% Asian
93.8% Hispanic
92.1% African American
100% White
93.6% Economically Disadvantaged

2015-16
94.9% All-Students
92.3% Asian
94.3% Hispanic
92.9% African American
97.0% White
93.0% Economically Disadvantaged

MEASURE 3:
Determine baseline rate of graduation class meeting College and Career Readiness (CCR) percent of students EAP College and Career Ready; 1 percentage point increase in rate of graduation class meeting CCR

2017-18
78.6% Prepared - Dashboard
CAASP Results
ELA 47%, Math 35%

2016-17

Expected

Baseline

Measure 1:

2017-18

Dual Enrollment (at Helix): --- completed courses 788

Concurrent Enrollment (at CC during school year): --- 37 confirmed
(6/28/18)

Concurrent Enrollment (at CC during summer 2018): --- 132 confirmed
(6/28/18)

2016-17 College Enrollment:

Dual Enrollment (at Helix): 242 completed courses

Concurrent Enrollment (at CC during school year): 44

Concurrent Enrollment (at CC during summer 2017): 127

2015-16 College Enrollment Baseline

Dual Enrollment (at Helix): 47 students completed courses

Concurrent Enrollment (at CC during school year): 74

Measure 2:

2016-17 93.5%

89.3% Asian

92.9% Hispanic

90.1% African American

98.9% White

93.0% Economically Disadvantaged

2015-16 94.9% All-Students

92.3% Asian

94.3% Hispanic

92.9% African American

97.0% White

93.0% Economically Disadvantaged

Measure 3:

College and Career Readiness (EAP) Decreased percent of students EAP

College and Career Ready

2016-17 ELA 45%, Math 17%

2015-16 ELA 23%, Math 13%

2014-15 ELA 26%, Math 15%

Actual

57.5% Prepared - Dashboard
ELA 45%, Math 17%

2015-16

36.8% Prepared - Dashboard
ELA 23%, Math 13%

2014-15

ELA 26%, Math 15%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
College and Career Counselor <ul style="list-style-type: none"> - Staffing Increase in Guidance 	Maintained a College and Career Counselor on staff to provide supports to seniors and their college transition. Provides guidance in helping with Naviance implementation, financial aid with families and applications. Serves as Community College liaison and helps supervise enrollment and placement in courses.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,000.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$104,674

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dual Enrollment <ul style="list-style-type: none"> - College Level Course Access Community College Course, in 2018-19 the following course will be offered on-site: TBD 	Provided for on-site college level course access by providing Community College courses offered on site, in 2018-19 the following courses were offered onsite: <ul style="list-style-type: none"> Business 109 Elementary Accounting Econ 121 Micro Economics Econ 120 Macro Economics English 120 Eng 124 Spanish 120 Spanish 121 French 120 French 121 ASL 120 Math 120 	1000-1999: Certificated Personnel Salaries LCFF \$400,000.00	1000-1999: Certificated Personnel Salaries LCFF \$395,269

Counseling120
 AOJ 110
 AOJ 206
 Poli Sci 121
 Poli Sci 124
 History 119
 History 137
 History 155
 History 181

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Incorporate College/Career Outreach and Education Programs:</p> <ol style="list-style-type: none"> 1. Naviance 2. C4Me 3. Helix First College Exploration 4. SPACE Program: 12th Grade College Support Enrollment Program 5. Naviance ACT and AP Online Prep Courses 6. RISE UP Program: 10th Grade College Preparation/Readiness Program w/ Parent/Guardian College Tour 	<p>Supported a college/career exploration and education program with the maintenance of Naviance, a technology based college and career education program utilized schoolwide; College for Me, a college preparedness program and California 12-College Tour for 11th graders; and provides Helix First College Exploration, a college exposure program of SDSU and UCSD for 9th graders. During the summer months, we were able to provide a Summer SPACE Program for graduated 12th grade support to college; and the RISE UP Program for 10th graders that included a visit to college with parent/guardians.</p> <p>Cost breakdown: Naviance \$9,775; \$28165.75 C4Me; Helix First Trip \$3265.00; Rise UP/Parent Tour \$9,900.00.</p>	<p>Naviance 4000-4999: Books And Supplies LCFF \$35,000.00</p> <p>C4Me 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$30,000.00</p> <p>Helix First College Exploration 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$15,000.00</p>	<p>Naviance 4000-4999: Books And Supplies LCFF \$35,000</p> <p>C4Me 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$30,000</p> <p>College Exploration 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$15,165</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
College Readiness Course Offerings <ul style="list-style-type: none"> - Designed to help students enter college without the need of remediation courses. - Algebra 3 & ERWC 	Dual enrollment courses have taken on this action/service-- actually having students experience and prepare for entering college by taking college curriculum.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,000.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$175,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Alternative Academic Supports: Home Hospital/Credit Recovery	Funding provided our continued Home Hospital program which allows Helix Staff to work with students during emergent situations that keep a student off campus. Additionally, we continued to offer a credit recovery for students for remediation.	1000-1999: Certificated Personnel Salaries LCFF \$45,000.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$42,440
			APEX Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EDGE is 21st century Career and Technical Education Program -- with a focus in each of the following high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship and Computer Science Engineering. Creating an EDGE Lab/Makerspace.	Funding provided the continued implementation of EDGE our 21st century Career and Technical Education Program -- with a focus in each of the following high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship and Computer Science Engineering. Maintaining and expanding an EDGE Lab/Makerspace.	4000-4999: Books And Supplies Governors CTE Initiative: California Partnership Academies \$175,000.00	4000-4999: Books And Supplies Governors CTE Initiative: California Partnership Academies \$175,000

CTE Professional Development
 add in some PD. TOTAL amount if support should equal 320K (need \$75,000 then?)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EDGE Lab Teacher	Provided staffing for the EDGE Lab/Makerspace including benefits. (.66FTE for a coordinator)	1000-1999: Certificated Personnel Salaries LCFF \$55,000.00	1000-1999: Certificated Personnel Salaries LCFF \$70,000

Analysis

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

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

We maintained the implemented college support opportunities for the 10th graders and graduated 12th graders during the summer due to the success in 2017-18. We also implemented a significant increase in our Dual-Enrollment Course offerings expanded even more to improve and close achievement gap in readiness for post-high school success.

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

We experienced growth in the majority of the metrics indicating the goal is effective at providing Expanded School opportunities. We have seen the exposure to college via field trips at the 9th, 10th, 11th and 12th grade level have provided enrichment beyond the classroom. Providing the access to dual enrollment and community college courses on-site is creating equity to access for our students who are greatest at-risk for not pursuing continuing education. Additionally, our college readiness factor have risen, indicating our students are ready for the rigor of the next level of education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The one area material difference were the College Readiness Course offerings--the growth of Dual-Enrollment eliminated the demand for this action/service.

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

Helix has consistently exposed students to opportunities to discuss college and meet entrance requirements. We have truly become a college going environment, but providing multiple opportunities to visit campuses in their time at Helix, while also bringing the campus to them via dual-enrollment. While we have over 97% meet the a-g requirements to attend a UC/CSU campus and over 75% apply and get accepted to a university, we see that many students continue to need supports post-graduation to actually make it to the university. This goal will be altered to include that transition need from high school to college that will ensure the students begin that next level of education successfully.

Moving forward this goal will be modified providing definition of our key expanded goal opportunities:

Goal 4. Expanded School: Expand opportunities for student learning via College and Career Outreach, Community College Dual Enrollment, Career Technical Education, and other innovative educational programs.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Close the Achievement Gap Through Effective Collaboration and Innovative Practice.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - 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)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- Measure 1:
0.05 percentage decrease in Chronic Absenteeism Rate* (*Dataquest)
- Measure 2:
0.05 percentage decrease in dropout rate*
- Measure 3:
1 percentage increase in sub-group grad rate (Cohort Data)*
- Measure 4:
0.01 percentage point increase in sub-group UC/CSU a-g completion rate*
- Measure 5:
0.05 percentage point improvement in long-term EL's at proficiency on CELDT--SRM
- Measure 6:
0.5 percentage point improvement in EL Reclassification rate--SRM
- 18-19**
- Measure 1:
0.05 percentage decrease in Chronic Absenteeism Rate* (*Dataquest)
- Measure 2:
0.05 percentage decrease in dropout rate*
- Measure 3:
1 percentage increase in sub-group grad rate (Cohort Data)*
- Measure 4:
0.01 percentage point increase in UC/CSU a-g completion rate*
- Measure 5:
0.05 percentage point improvement in long-term EL's at proficiency on CELDT--SRM
- Measure 6:
0.5 percentage point improvement in EL Reclassification rate--SRM

Actual

- MEASURE 1:
0.05 percentage decrease in Chronic Absenteeism Rate* (*Dataquest)
- 2017-18 Rate: 3.9%
2016-17 Rate: 3.6%
2015-16 Rate: TBD (not reported in Dataquest)
2014-15 Rate: 4.29%
2013-14 Rate: 5.77%
- MEASURE 2:
0.05 percentage decrease in dropout rate*
- 2017-18 Rate: 0.0% (Based on Calpads)
2016-17 Rate: 0.2%
2015-16 Rate: 1.0%
2014-15 Rate: 6.0%
2013-14 Rate: 3.4%
- MEASURE 3:
1 percentage increase in sub-group grad rate (Cohort Data)*
- 2017-18 Rate: %
95.4% All Students
95.0% Hispanic
87.5% Asian
97.4% African American
96.7% White
94.4% Socioeconomically Disadvantaged
- 2016-17 Rate:
94.2% All Students
95.2% Hispanic
81.3% Asian
97.8% African American
92.4% White
93.5% Socioeconomically Disadvantaged
- 2015-16 Rate:
92.9% All Students
91.2% Hispanic
92.0% Asian
96.6% African American
93.3% White

Expected

Baseline

GOAL #5 EXPECTED ANNUAL MEASURABLE OUTCOMES

Measure 1:

2016-17 Rate: 3.6%

2015-16 Rate: TBD (not reported in Dataquest)

2014-15 Rate: 4.29%

2013-14 Rate: 5.77%

Measure 2:

2016-17 Rate: 0.2%

2015-16 Rate: 1.0%

2014-15 Rate: 6.0%

2013-14 Rate: 3.4%

Measure 3:

1 percentage increase in sub-group grad rate (Cohort Data)*

2016-17 Rate: 89% (not reported in Dataquest)

2015-16 Rate: 92.9%

91.2% Hispanic

92.0% Asian

96.6% African American

93.3% White

90.5% Socioeconomically Disadvantaged

2014-15 Rate: 89.0%

86.8% Hispanic

85.3% Asian

91.9% African American

91.2% White

87.4% Socioeconomically Disadvantaged

Measure 4:

2016-17 Rate: 93.5%

92.9% Hispanic

89.3% Asian

90.1% African American

98.9% White

91.6% Socioeconomically Disadvantaged

2015-16 Rate: 94.9%

88.9% Hispanic

92.3% Asian

92.9% African American

100% White

93.0% Socioeconomically Disadvantaged

Actual

90.5% Socioeconomically Disadvantaged

MEASURE 4:

0.01 percentage point increase in sub-group UC/CSU a-g completion rate*

2017-18 Rate:

97.1% All Students

95.2% Hispanic

100% Asian

97.3% African American

100% White

96.8% Socioeconomically Disadvantaged

2016-17 Rate:

95.0% All Students

93.8% Hispanic

96.2% Asian

92.1% African American

100% White

93.6% Socioeconomically Disadvantaged

2015-16 Rate:

94.9% All Students

88.9% Hispanic

92.3% Asian

92.9% African American

100% White

93.0% Socioeconomically Disadvantaged

2014-15 Rate:

93.2% All Students

94.5% Hispanic

96.7% Asian

86.2% African American

94.7% White

91.3% Socioeconomically Disadvantaged

MEASURE 5:

0.05 percentage point improvement in long-term EL's at proficiency on CELDT--SRM

2017-18

3 Students @ Risk

2016-17

3 Students @ Risk

2015-16

9 Students @ Risk

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintaining a schoolwide Academic Support Program at all grade levels with subject specific supports in general education and special education. This action/service includes all of the following components:</p> <ul style="list-style-type: none"> - Program Supervisor - Academic Leads - Academic Coaches (GenEd/SpEd) - Dropout Detective - Department Budget 	<p>Funded Helix's Academic Support program, an integral part of a Pyramid of Interventions providing Helix students academic support, successful role models and opportunities to build connections on campus with caring adults. Additionally, funding allowed AspirEDU or Dropout Detective to be purchased, this is support tool that integrates with Canvas. The system retrieves the necessary data and populates an easy-to-use dashboard where students are given a Risk Index based from data that is pulled from the gradebooks of their enrolled courses. You can then "drill down" into the individual profile to determine the reasons the student is at risk.</p>	<p>Program Supervisor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110, 000.00</p> <p>Academic Leads 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$190,000.00</p> <p>Academic Coaches Gen Ed 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$210,000.00</p> <p>Academic Coaches Special Ed 2000-2999: Classified Personnel Salaries Special Education \$265,000.00</p> <p>Dropout Detective 6000-6999: Capital Outlay Supplemental and Concentration \$2700.00</p> <p>Department Budget 4000-4999: Books And Supplies LCFF \$2500.00</p>	<p>Program Supervisor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$111,023</p> <p>Academic Leads 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$219,015</p> <p>Academic Coaches Gen/Spec Ed 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$582,711</p> <p>Dropout Detective 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$2,700</p> <p>Department Budget 4000-4999: Books And Supplies LCFF \$4,200</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Professional development for the English Learner Program.

Funding allowed our English Learner staff curriculum development time to work on their courses as a group. Additionally, the English Learner staff was able to have a design day to plan their yearlong courses. We did not host an EDGE Curriculum training this year; therefore, actuals were reduced.

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000.00

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,500

Action 3

Planned Actions/Services

Maintain Enrollment Reduction for class size cap from 31:1 to 30:1.

Actual Actions/Services

Funding allowed for an enrollment reduction. Research indicates enrollment reduction to smaller classes can boost student academic achievement, low income students show even greater gains when placed in small classes; Helix implemented smaller class caps to aide in the preparation of teachers with a rigorous curriculum to enhance academic achievement for unduplicated pupils.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$180,000.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$180,000

Action 4

Planned Actions/Services

Increase exposure to Algebra I and Algebra II curriculum--extending each course to a year-long schoolwide.

Actual Actions/Services

Algebra is a gatekeeper for high school graduation and postsecondary success. Students who pass Algebra 1 by the end of ninth grade are more likely to take advanced mathematics courses,

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Title I \$555,000.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Title I \$555,000

graduate from high school, and succeed in college. Yet inequities in access to rigorous algebra due to issues of placement, preparation, and quality of instruction have kept the gate closed for a large proportion of students, particularly unduplicated count students. Thus, we implemented an "double-dose" Algebra I program of study for our 9th grade students. This year we also ran Algebra II in the same format. The success of the pilot from 2017-18 informed us of the need to expand to all 11th grade students.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development</p> <ol style="list-style-type: none"> 1. Professional Development: conference, trainings, curriculum development (\$90,000 Certificated; \$15,000 Classified) 2. Increased Professional Development by 3 Days 3. TOSA: Release for Integrated Staff Support of Schoolwide Programs, 2.25 FTEs 4. North County Professional Development Federation membership 	<p>Funding allowed for Professional Development both in-house and with outside services. During 2018-19, we funded eight Teachers on Special Assignment supporting teachers in areas such as technology, common core, etc. Additionally, we increased our Staff Development from five days to eight days.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$108,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$108,000</p>
		<p>1000-1999: Certificated Personnel Salaries LCFF \$292,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$292,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Removing: Reserve for ASPIRE Tutorial Supports (post grant)

San Diego County Office of Education that Helix has been funded for \$1.375 million over 5 years to continue our after school work through Aspire!

\$0.00

\$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AP Fee Reimbursement	Funding allowed us to open the doors for all students to access college course credits.	5000-5999: Services And Other Operating Expenditures Title I \$20,000.00	5000-5999: Services And Other Operating Expenditures Title I \$21,114

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Competitive Salary Schedule <ul style="list-style-type: none"> - Salary Schedule Enhancement/Modification Elimination of Steps 1-3 on Salary Schedule 	Funding provided an elimination of Steps 1-3 on Salary Schedule; these allocations allow Helix to recruit the best staff to support our unduplicated pupils, employ and retain the highest quality staff with expectation and resources for focused collaboration and professional development for all departments.	1000-1999: Certificated Personnel Salaries LCFF \$65,000.00	1000-1999: Certificated Personnel Salaries LCFF \$65,000 \$65,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SPED Support Program <ul style="list-style-type: none"> -Increased Teacher Prep for Curriculum Modification 	Funding allotted all Helix Special Education teachers to teach co-teach one or more class period all year, allowing for work with general	5700-5799: Transfers Of Direct Costs LCFF \$150,000.00	5700-5799: Transfers Of Direct Costs LCFF \$150,000

Subject Specific Support Classes

- -Co-teaching in Core Courses

education teachers improving supports and modifications for students with IEP's.

Action 10

Planned
Actions/Services

Helix First: 9th Grade Transition Program

Actual
Actions/Services

Funded the Helix First 9th grade transition program. The course is designed to connect students to Helix, both academically and socially. The course gives students the tools, skills, encouragement, and support necessary for the success Helix knows each student is capable of reaching. All students will leave the course with an increased desire to succeed, improved academic reading and writing skills, and better study habits.

Budgeted
Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$295,000.00

Estimated Actual
Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$335,628

Action 11

Planned
Actions/Services

Summer Institute: Content Specific Staff Development during summer.

Actual
Actions/Services

Summer Institute was held in June for registered staff; this was professional development geared towards supporting the implementation of the Helix 1.0: one to one technology initiative; classroom structured PD presented by our own staff has increased the less tech-capable to become comfortable in the daily usage in the classroom. This

Budgeted
Expenditures

1000-1999: Certificated Personnel Salaries LCFF \$35,000.00

Estimated Actual
Expenditures

1000-1999: Certificated Personnel Salaries LCFF \$35,000

Summer Institute we were able to provide 3 break-out multiple-day opportunities.

Analysis

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

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

Helix implemented a considerable amount of professional development this year to help close the achievement gap. Working on the refinement of curriculum and teaching practice, while also continuing to expand staff implementation of Common Core and Next Generation Science Standards. Additionally, continuing the Academic Support program and yearlong Helix First freshmen transition program.

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

Increased professional development has improved classroom instruction and Course Level Team discourse. Teams are working to enhance and refine instruction and curriculum to close the achievement gap. Providing academic support throughout the year to all grades, provides both social and academic supports helping to prevent students at risk from through the cracks. Double-dosing Algebra I and Algebra II is a large commitment in our program. The benefits of getting a strong foundation in mathematics is essential to future opportunities for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a major material differences between Budgeted Expenditures and Estimated Actuals in the reporting of GUHSD buy-back total cost of Special Education Services in Action/Service 9. Additionally, the cost increase in Action/Service 1 increased due to full cost of Academic Coaches in Special Education.

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

We will continue to refine and clarify the expenditures and tracking of allocations related to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Parent & Community Integration: Develop Parent and Community Partnerships that Establish Helix as a Community Center.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Measure 1: Increase/sustain the number of parents/guardians attending parent training, learning opportunities and education workshops and meetings.</p> <p>Measure 2: Increase Parent/Guardian Canvas Observer Accounts.</p> <p>Measure 3: Increase parent response to CHKS Survey to 150</p> <p>Measure 4: Increase and/or sustain parent enrollment in PTSA.</p>	<p>MEASURE 1: Increase/sustain the number of parents/guardians attending parent training, learning opportunities and education workshops and meetings.</p> <p>2017-18 750 families 2016-17 695 families 2015-16 900 families 2014-15 845 families</p> <p>MEASURE 2: Increase and/or sustain Parent/Guardian Canvas Observer Accounts.</p> <p>2017-18: 1323 Observer Accounts (most parents indicate they use their student accounts to view) 2016-17: 2503 Observer Accounts 2015-16: 1891 Observer Accounts 2014-15: 1902 Observer Accounts</p> <p>MEASURE 3: Increase and/or sustain parent response to CHKS Survey to 150</p>

Expected

18-19

Measure 1:
Increase and/or sustain the number of parents/guardians attending parent training, learning opportunities and education workshops and meetings.

Measure 2:
Increase and/or sustain Parent/Guardian Canvas Observer Accounts.

Measure 3:
Increase and/or sustain parent response to CHKS Survey.

Measure 4:
Increase and/or sustain parent enrollment in PTSA.

Baseline

Measure 1:
2016-17 1100 families (Family First Events, Tours, Breakfast)
2015-16 900 families
2014-15 845 families

Measure 2:
2016-17: 2503 Observer Accounts
2015-16: 1891 Observer Accounts
2014-15: 1902 Observer Accounts

Measure 3:
2016-17 417 Parent Responses
2014-15 87 Parent Responses -- Not met, insufficient amount to obtain CHKS Findings Report.

Measure 4:
2017-2018 283 members
2016-2017 263 members
2015-2016 278 members
2014-2015 188 members
2013-2014 180 members

Actual

2017-18 150 Parent Responses
2016-17 417 Parent Responses
2014-15 87 Parent Responses -- Not met, insufficient amount to obtain CHKS Findings Report.

MEASURE 4:
Increase and/or sustain parent enrollment in PTSA.

2017-2018 283 members
2016-2017 263 members
2015-2016 278 members
2014-2015 188 members
2013-2014 180 members

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintaining Annual Events</p> <ul style="list-style-type: none"> - Back to School Nights - 9-12th Grade Curriculum Meet and Greet - Quarter 1 and 3 - Parent Shadow Day - 9-12th Grade Shadow Day to Experience Helix as a Student - Spring Fling - Incoming 9th Grade Orientation - Summer Registration - Build course schedules with parent input - Discuss academic progress - Review grade level specific student needs - Parent Compact that delineates commitment to HCHS and our academic program 	<p>Provided annual events to provide parent input in their pupil's academic program, such as:</p> <ul style="list-style-type: none"> - Annual Summer Registration (build course schedules with parent input; discuss academic progress; review grade level specific student needs; review parent compact that delineates commitment to HCHS and our academic program) - Back to School Nights - Parent Shadow Days - Spring Fling 	<p>5000-5999: Services And Other Operating Expenditures LCFF \$20,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$15,000</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Supporting the recognition of Extra-curricular Activities:

- - Athletics, Arts and Academics Staff Recognition events: Invitation, promotion, photographing
- -College Signing Day

Funding provided College Signing Event recognizing all seniors who have been accepted by a college. Staff recognition events were limited this year and were not photographed.

5000-5999: Services And Other Operating Expenditures LCFF \$3000.00

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$985

Action 3

Planned Actions/Services

Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs.

- - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise.
- - Community Events/Topics: Health, Financial, Education

Actual Actions/Services

Funding allowed 2016-17 to be our best attended year for Family First and Excellence in Education

Tours/Breakfast:

- - Helix Family First Thursday night events - over 600 families attended this years events
- - Excellence in Education tours - over 300 families attended day time and evening tours

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$5000.00

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2512

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1500

	<ul style="list-style-type: none"> - Excellence in Education <p>Breakfast - 200 community members</p>
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase involvement in our decision-making bodies on campus with improved attendance at Charter Board, Restructuring, PTSA and increase LCAP and California Healthy Kids survey participation.	We continue to be mindful of increasing parent involvement in our decision-making bodies on campus; we have parents and community members involved on PTA and Charter Board, but limited involvement elsewhere.	\$0.00	\$0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing Translation Services to Expand Parent Education Opportunities.	Provided translation services at Family First and parent education opportunities. This year we did not need to contract out with other services, we were able to provide translation with in-house staffing.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4000.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6,084

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued support of services to increase Staff to Parent/Guardian outreach via Edulink, Text 101, High School Newsletters and Smore.	Continued funding of Parent Phone Caller: EduLink InTouch and introduction of Monthly Newsletters and Smore for GLT Monthly Newsletters.	5900: Communications LCFF \$7000.00	5000-5999: Services And Other Operating Expenditures LCFF \$7183

Analysis

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

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

All actions/services were implemented as initiated. We improved our options with parent communication continuing with Edulink (a parent phone caller service) and implemented monthly newsletters and 9th-12th grade level newsletter service.

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

Streamlining the actions/services in this goal increased our overall outcomes. Focusing on a few key areas of parent involvement and making the opportunities to be on campus effective has maintained the improved participation although we continue to struggle with increasing participants and documenting attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were minimal material differences between Budgeted Expenditures and Estimated Actuals. Funding for our recognition events to be photographed and published digitally did not occur this year as the recognition events were limited this year.

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

Based on review of 2017-18 Progress Indicators/Annual Measurable Outcomes with stakeholders, we will continue to look at consistent means of measuring and discussion of methods to increase parent and community participation. We plan to maintain Summer Conferencing to meet with each family and review academic program. We will continue Excellence and Education Tours twice per month sharing our story and working to provide information about our campus with the community. Family First Education Nights for Parents/Guardians will continue adding Course Selection Nights (All Grades), HEFAR, TKF and working to develop a Single Parent Support Group and implement parent workshops focused on supporting current schoolwide technology, dual enrollment and community relations. We will continue to extend opportunities for and increase parent/guardian involvement in our decision-making bodies on campus opportunities via Charter Board, Restructuring and PTSA.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

During the 2018-19 year, Helix maintained a process for dissemination of LCAP information and collection of feedback with decision-making bodies and stakeholders. Essentially we embedded the LCAP within all of our existing meetings and gatherings. This allowed for all groups to participate/comment in the process. Additionally, we were working under a new Executive Director, which streamlined our focus and allowed our LCAP Goals to drive our direction of the Mission and Vision.

Helix Charter High School sees the LCAP as the driving force to align our program with our mission and vision and enable us meet our goals and the state priorities. Throughout 2018-19, Helix has met with all stakeholder groups in order to gather feedback and allow their input to inform its decision making. In order to involve parents/guardians, community member, pupils, Helix bargaining units and other stakeholders we used held a community forum in March to collect input for the Annual Update.

Stakeholders were invited to provide insights and participate throughout 2018-19. Helix Charter decision-making bodies such as, Administration, Budget Committee, Department Chair Council and Restructuring reviewed an LCAP Goal each month. We analyzed our Metrics and the Dashboard in each group setting. Additional opportunities for participation/comment occurred during Charter Board Meetings, Bargaining Unit Meetings PTSA and our English Learner Program Development Meetings. Student input was sought in a survey method, ASB discussion and Student Council.

Impact on LCAP and Annual Update

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

Based on stakeholder feedback: parents/guardians, community members, pupils and Helix bargaining units, stakeholders determined we were correctly aligned in our selected goals and the need to continue to focus on these goals to improve student outcomes. Stakeholders believed the overarching goals were on point and that our actions and services worked to attain our goal. The concern of all stakeholders focused on our drop in the Smarter Balanced Assessments and what we could implement or alter to improve a key metric for our school. Once the Dashboard was released, there was discussion of how to educate all stakeholders on the dashboard

and how to gain understanding as to why the results are what they presented. Discerning the analytics behind our graduation rate data is essential when looking at the Dashboard.

As a result of stakeholder feedback, we maintained our existing goals with a minor adjustment to goal 4.

Within the LCAP conversations, we reviewed each LCAP goal, metrics, actions and services and fiscal allocations. Increased fiscals allocations in actions/services were discussed and supported by stakeholders. Throughout meetings with decision-making bodies, the goals were met with support and agreement to continue there focus with refinement of actions and services.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Provide a Comprehensive Education with Academic Rigor: Creating a High Performing Academic Culture That Equips Students to Reach Personal and Academic Potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- - Increase student achievement
- - Increase connectedness on campus
- - College and career readiness
- - Alignment of curriculum with State Standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Teacher assignment and certification--State Required Metric (SRM)	Measure 1: Teacher assignment and certification--State Required Metric (SRM)	Measure 1: Maintain Appropriate Teacher assignment and certification	Measure 1: Maintain Appropriate Teacher assignment and certification	Measure 1: Maintain Appropriate Teacher assignment and certification

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. Standards-aligned instructional materials and their implementation for all students--SRM	No Rate of Teacher Misalignment	Measure 2: Maintain compliance with Williams regarding standards-aligned instructional materials and their implementation for all students	Measure 2: Maintain compliance with Williams regarding standards-aligned instructional materials and their implementation for all students	Measure 2: Maintain compliance with Williams regarding standards-aligned instructional materials and their implementation for all students
3. Pupil enrollment in a broad course of study--SRM	Measure 2: Standards-aligned instructional materials and their implementation for all students--SRM Complied with Williams; Continued	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study
4. Academic Proficiency in ELA and Mathematics (CAASPP)--SRM	Implementation of Common Core State Standards & Continued ELD Standards Implemented into ELD Program	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study	Measure 3: Maintain 100% participation in Course Selection Process meetings to ensure pupil enrollment in a broad course of study
5: Schoolwide Graduation Rate (Cohort Data)--SRM	Measure 3: Pupil enrollment in a broad course of study--SRM	Measure 4: Smarter Balanced Assessment Consortium (SBAC) results in (2014-15 Baseline); increase 1 percentage point in students achieving Standard Met or Standard Exceeded in both ELA and Math.	Measure 4: Smarter Balanced Assessment Consortium (SBAC) results in (2014-15 Baseline); increase 1 percentage point in students achieving Standard Met or Standard Exceeded in both ELA and Math.	Measure 4: Smarter Balanced Assessment Consortium (SBAC) results in (2014-15 Baseline); increase 1 percentage point in students achieving Standard Met or Standard Exceeded in both ELA and Math.
6. Advance Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken	100% participation in Course Selection for Enrollment	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)
7. 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)	Measure 5: Academic Proficiency in ELA and Mathematics (CAASPP)--SRM 2016-17 ELA 35% Standard Met, 46% Exceeded Math 31% Standard Met, 17% Exceeded	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)	Measure 5: 1 percentage increase in Schoolwide Graduation Rate (Cohort Data)
8. P2 Attendance Rate	2015-16 ELA 36% Standard Met, 23% Exceeded	Measure 6: 1 percentage point increase in Advance	Measure 6: 1 percentage point increase in Advance	Measure 6: 1 percentage point increase in Advance
9. Schoolwide UC a-g completion rate				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Math 26% Standard Met, 13% Exceeded 2014-15</p> <p>ELA 40% Standard Met, 26% Exceeded Math 27% Standard Met, 15% Exceeded</p> <p>Measure 5: Schoolwide Graduation Rate (Cohort Data)--SRM 2016-17 Rate: 92.1% 2015-16 Rate: 93.0% 2014-15 Rate: 89.0%</p> <p>6. Advanced Placement (AP) passing rates (3 or higher), Total Tests Passed and Total Count of Tests Taken Measure 6: 2016-17 62.8% (862 Tests) 2015-16 60.7% (1347 Tests) 2014-15 60.7% (754 Tests) 2013-14 58.1% (833 Tests)</p> <p>Measure 7: 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</p>	<p>Placement (AP) passing rates (3 or higher)</p> <p>Measure 7: Maintain AP Excellence and Equity percentage rate</p> <p>Measure 8: 0.05 percentage point improvement in attendance rate</p> <p>Measure 9: 1 percentage point increase in Schoolwide UC a-g completion rate</p>	<p>Placement (AP) passing rates (3 or higher)</p> <p>Measure 7: Maintain AP Excellence and Equity percentage rate</p> <p>Measure 8: 0.01 percentage point improvement in attendance rate</p> <p>Measure 9: Maintain Schoolwide UC a-g completion rate</p>	<p>Placement (AP) passing rates (3 or higher)</p> <p>Measure 7: Maintain AP Excellence and Equity percentage rate</p> <p>Measure 8: 0.01 percentage point improvement in attendance rate</p> <p>Measure 9: Maintain Schoolwide UC a-g completion rate</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school divided by the total number of your school's seniors) 2016-17 23.0% 2015-16 30.9% 2014-15 26.7%			
	Measure 8: P2 Attendance Rate 2016-17 96.87% (Increased .23%) 2015-16 96.64% 2014-15 96.79%			
	Measure 9: Schoolwide UC a-g completion rate 2016-17 93.5% 2015-16 94.9% 2014-15 93.2%			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action
Unchanged Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services**Standards Based Curriculum Implementation**

- - Working schoolwide to implement Common Core
- - Working to implement NGSS curriculum
- - Funding Course Level Team Stipends
- - Attending PD related to Common Core/NGSS

2018-19 Actions/Services**Standards Based Curriculum Implementation**

- - Working schoolwide to implement Common Core
- - Working to implement NGSS curriculum
- - Funding Course Level Team Stipends
- - Attending PD related to Common Core/NGSS

2019-20 Actions/Services**Supporting Best Practices and Standards Based Curriculum Implementation**

- - Working schoolwide to implement Common Core
- - Working to implement NGSS curriculum
- - Funding Course Level Team Stipends
- - Professional Development (Schoolwide, Admin, Certificated, Classified)
- -3 Additional Schoolwide Professional Development Days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$240,000.00	\$250,000.00	\$250,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Department Supplies Budgets based on LCFF Funding x .75% and Restricted Lottery Funds

2018-19 Actions/Services

Department Supplies Budgets funded on LCFF Funding and Restricted Lottery Funds for Instructional Materials-- Department purchases of textbooks/research based instructional materials.

2019-20 Actions/Services

Department Supplies Budgets funded on LCFF Funding and Restricted Lottery Funds for Instructional Materials-- Department purchases of textbooks/research based instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,000.00	\$235,000	\$240,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Expanded English Learner Course Offerings

- Increase Beginning EL Course Offerings
- Increase Academic Supports in Course
- Common English Learners Teacher Prep

2018-19 Actions/Services

Expanded English Learner Course Offerings

- Increase Beginning EL Course Offerings
- Increase Academic Supports in Course
- Common English Learners Teacher Prep

2019-20 Actions/Services

Expanded English Learner Course Offerings

- Increase Beginning EL Course Offerings
- Increase Academic Supports in Course
- Implementation of EL Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000.00	\$87,000.00	\$90,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

- ELD Textbooks/Instructional Materials
 - Maintenance of National Geographic Textbook & Materials
 - Instructional Materials Social Studies
 - Accelerated Math for SH Math

2018-19 Actions/Services

- ELD Textbooks/Instructional Materials
 - Maintenance of National Geographic Textbook & Materials
 - Instructional Materials Social Studies
 - Accelerated Math for SH Math

2019-20 Actions/Services

- ELD Textbooks/Instructional Materials
 - Maintenance of National Geographic Textbook & Materials
 - Instructional Materials Social Studies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	\$10,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

Maintenance of Literacy Focus

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

Unchanged Action

2018-19 Actions/Services

Maintenance of Literacy Focus

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

Modified Action

2019-20 Actions/Services

Maintenance of Literacy Focus

- Actively Learn, Achieve 3000

- Actively Learn, Achieve 3000: Schoolwide implementation, Increased existing contract/licenses to all of 9th, 10th, ELD

- Actively Learn, Achieve 3000: Schoolwide implementation, Increased existing contract/licenses to all of 9th, 10th, ELD

- Library Research Tools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000.00	\$65,000.00	\$65,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Instructional Materials: Department purchase of textbooks/research based instructional materials

Instructional Material purchases shifted to department supply budgets.

Instructional Material purchases shifted to department supply budgets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$116,000.00	\$116,000.00	\$116,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

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

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expanded Implementation use of NWEA in 9th and 10th Grade English and math Assessment Tool
 Implement SBAC Practice Assessment in 11th Grade English and math

Expanded Implementation use of NWEA in 9th and 10th Grade English and math Assessment Tool
 Implement SBAC Practice Assessment in 11th Grade English and math

Expanded Implementation use of NWEA in 9th and 10th Grade English and math Assessment Tool
 Implement SBAC Practice Assessment in 11th Grade English and math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	\$20,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

Specific Student Groups: Students with Disabilities, Homeless
 [Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

E3 Project:
Participate in E3 project to develop an evaluation system focused on teacher growth and development

2018-19 Actions/Services

E3 Project:
Participate in E3 project to develop an evaluation system focused on teacher growth and development

2019-20 Actions/Services

E3 Project:
Participate in E3 project to develop an evaluation system focused on teacher growth and development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,600.00	\$5,600.00	\$5,600.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Safe & Supportive Environment: Develop and Sustain a Safe and Supportive Environment that Promotes Good Citizenship and a Healthy Lifestyle.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Emotional well being, physical safety and ongoing support of the whole student

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure 1: 5 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage	Measure 1: 82% Feel Safe to Very Safe on Campus in 2016-17 76% Feel Safe to Very Safe on Campus in 2014-15	Measure 1: 1 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage Measure 2:	Measure 1: .01 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage Measure 2:	Measure 1: .01 point improvement from baseline (2014-15) of School Climate Index -- Perceived School Safety Percentage Measure 2:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Measure 2: 1 percentage point increase in staff and parents feeling school is a safe place on CHKS</p> <p>Measure 3: .5% suspension rate reduction as compared to baseline (2013-14)</p> <p>Measure 4: Maintain expulsion rate as compared to baseline (2013-14)</p> <p>Measure 5: 1% Reduction of In School Suspension Days</p> <ul style="list-style-type: none"> -ISS rate will be reported in total # of Periods with I reported in Synergy ATD401. <p>Measure 6: Increase Wellness Center Group Offerings</p>	<p>Measure 2: 98% of staff survey feel HCHS is a safe place for students in 2016-17 62% of staff survey feel HCHS is a safe place for students in 2014-15</p> <p>98% of staff survey feel HCHS is a safe place for staff in 2016-17 72% of staff survey feel HCHS is a safe place for staff in 2014-15</p> <p>Measure 3: 2016-17: 2.3% 2015-16: 3.8% 2014-15: 2.3%</p> <p>Measure 4: 2016-17: 0.12% 2015-16: 0.04% 2014-15: 0%</p> <p>Measure 5: 2016-17: Periods of ISS 2015-16: 872 Periods of ISS</p> <p>Measure 6: 2016-17: 6 groups with 55 Students 2015-16: 11 groups with 102 Students 2014-15: 7 groups with 63 Students</p>	<p>.01 percentage point increase in staff and parents feeling school is a safe place on CHKS</p> <p>Measure 3: .01% suspension rate reduction as compared to baseline (2013-14)</p> <p>Measure 4: Maintain expulsion rate as compared to baseline (2013-14)</p> <p>Measure 5: 1% Reduction of In School Suspension Days</p> <p>Measure 6: Increase Wellness Center Group Offerings as compared to baseline (2013-14)</p> <p>Measure 7: Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating</p>	<p>.01 percentage point increase in staff and parents feeling school is a safe place on CHKS</p> <p>Measure 3: .01% suspension rate reduction as compared to baseline (2013-14)</p> <p>Measure 4: Maintain expulsion rate as compared to baseline (2013-14)</p> <p>Measure 5: 1% Reduction of In School Suspension Days</p> <p>Measure 6: Increase Wellness Center Group Offerings as compared to baseline (2013-14)</p> <p>Measure 7: Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating</p>	<p>.01 percentage point increase in staff and parents feeling school is a safe place on CHKS</p> <p>Measure 3: .01% suspension rate reduction as compared to baseline (2013-14)</p> <p>Measure 4: Maintain expulsion rate as compared to baseline (2013-14)</p> <p>Measure 5: 1% Reduction of In School Suspension Days</p> <p>Measure 6: Increase Wellness Center Group Offerings as compared to baseline (2013-14)</p> <p>Measure 7: Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
as compared to baseline (2013-14) Measure 7. Facilities Maintenance in Good Repair--SRM	Measure 7: Facilities FIT Rating: Good			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Staff and Student Recognition:

- Honor Roll, Perfect Attendance, Platinum at Graduation, Etc.
- Incorporation Television Monitors for Continued Recognition on Campus

Staff and Student Recognition:

- Honor Roll, Perfect Attendance, Platinum at Graduation, Etc.
- Maintain Television Monitors for Continued Recognition on Campus

Staff and Student Recognition:

- Honor Roll, Perfect Attendance, Platinum at Graduation, Etc.
- Maintain Television Monitors for Continued Recognition on Campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6000.00	\$3000.00	\$3000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

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

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

Actions/Services

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

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

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Guidance Department Budget: Ongoing support to student support services; provides training and supply budget.

2018-19 Actions/Services

Guidance Department Budget: Ongoing support to student support services; provides training and supply budget.

2019-20 Actions/Services

Guidance Department Budget: Ongoing support to student support services; provides training and supply budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500.00	\$2500.00	\$2500.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2 FTE for Counseling/Social Work Support Staff

- Increased staffing provided increased services to student population, increased group work offerings and staff training.
- Homeless Liaison

2 FTE for Counseling/Social Work Support Staff

- Increased staffing provided increased services to student population, increased group work offerings and staff training.
- Homeless Liaison

2 FTE for Counseling/Social Work Support Staff

- Increased staffing provided increased services to student population, increased group work offerings and staff training.
- Homeless Liaison

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$230,000	\$265,000	\$275,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Modified Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Safety <ul style="list-style-type: none"> - Increase to Lead Supervisor Calendar Days from 185 to 194 	School Safety <ul style="list-style-type: none"> - Increase to Lead Supervisor Calendar Days from 185 to 194 	2901 - Campus Supervisors Salaries 5810 - Legal Counsel 5850 - Fingerprints and Xrays 5870 - Security Guards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$6100.00	\$15,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Transfer Student Services: Implementation of services for all 10-12th grade student transfers. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure.

2018-19 Actions/Services

Transfer Student Services: Implementation of services for all 10-12th grade student transfers. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure. Student 2 Student Organization.

2019-20 Actions/Services

Transfer Student Services: Implementation of services for all 10-12th grade student transfers. The purpose of this funding is to advance the support of this group and identify effective strategies that we could use to reduce the students at-risk of failure. Student 2 Student Organization.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$1000.00	\$1000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Wellness Center Department Budget: Provides annual budget to continue program implementations, ongoing trainings and text support for staffing and student services.

2018-19 Actions/Services

Wellness Center Department Budget: Provides annual budget to continue program implementations, ongoing trainings and text support for staffing and student services.

2019-20 Actions/Services

Wellness Center Department Budget: Provides annual budget to continue program implementations, ongoing trainings and text support for staffing and student services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000.00	\$1000.00	\$1000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

9th Grade Transfer Support: 9th grade student transition support.

2018-19 Actions/Services

9th Grade Transfer Support: 9th grade student transition support.

2019-20 Actions/Services

9th Grade Transfer Support: 9th grade student transition support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000.00	\$1500.00	\$1500.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Deferred Maintenance

- Track & Field Replacement

2018-19 Actions/Services

Deferred Maintenance

- Track & Field Replacement

2019-20 Actions/Services

Deferred Maintenance

- Schoolwide implementation
- Track & Field Replacement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000.00	\$100,000.00	\$100,000.00
Source	LCFF	LCFF	LCFF

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Custodial Staffing

- 2 Additional Staff (Grounds & Utility/Custodial) in 2015-16

2018-19 Actions/Services

Custodial Staffing

- 2 Additional Staff (Grounds & Utility/Custodial) in 2015-16

2019-20 Actions/Services

Custodial and Maintenance Oversight
 2901 - Custodian, Grounds & Campus Supervisors Salaries
 6100 - Site & Land Improvements
 4309 - Supplies Custodial
 4310 - Supplies Maintenance
 4312 - Supplies Grounds
 5601 - Maintenance Contracts
 5605 - Repairs (Vend Out)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$115,000.00	\$119,000.00	\$123,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 11

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

School Climate/Culture Training & Implementation

Restorative Practices

- Helix Restorative Training of Student Support

TKF Foundation Partnership

- Student and Staff TKF Processing Circles Held

2018-19 Actions/Services

School Climate/Culture Training & Implementation

Restorative Practices

- Helix Restorative Training of Student Support

TKF Foundation Partnership

- Student and Staff TKF Processing Circles Held

2019-20 Actions/Services

School Climate/Culture Training & Implementation

Restorative Practices

- Helix Restorative Training of Student Support

TKF Foundation Partnership

- Student and Staff TKF Processing Circles Held

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6500.00	\$6500.00	\$6500.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 12

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	Unchanged Action	Modified Action
	Facility Improvements and Planning <ul style="list-style-type: none"> -Improved access on Athletic Facilities to water fountains and defibrillators -Improved restroom facilities on Athletic Facilities 	Facility Improvements and Planning <ul style="list-style-type: none"> -Ongoing schoolwide improvements

Budgeted Expenditures

Amount		\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 13

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

Unchanged Action

Student 2 Student Organization (S2S)

This is a student-led, adult-supervised program designed to welcome, orient and assist new students as they transfer into Helix. The student leaders conduct an orientation prior to the start of school, and monthly new student welcome lunches throughout the year. They also have started a "Come Sit With Us" initiative in an attempt to reduce social isolation on campus.

Student 2 Student Organization (S2S)

This is a student-led, adult-supervised program designed to welcome, orient and assist new students as they transfer into Helix. The student leaders conduct an orientation prior to the start of school, and monthly new student welcome lunches throughout the year. They also have started a "Come Sit With Us" initiative in an attempt to reduce social isolation on campus.

Budgeted Expenditures

Amount
Source
Budget Reference

\$1500.00
LCFF Supplemental and Concentration
4000-4999: Books And Supplies

\$1500.00
LCFF Supplemental and Concentration
4000-4999: Books And Supplies

Action 14

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Unchanged Action
	<p>Safe School Ambassadors (SSA)</p> <p>Safe School Ambassadors is a student-based anti-bullying program that identifies socially-influential students on campus and trains them to be upstanders to prevent and stop emotional and physical bullying. Student leaders, with the regular support of trained staff, identify and intervene on acts of aggression within their friend groups, clubs, teams or co-curricular programs, thereby changing the social norms within their groups and creating a safer school climate.</p>	<p>Safe School Ambassadors (SSA)</p> <p>Safe School Ambassadors is a student-based anti-bullying program that identifies socially-influential students on campus and trains them to be upstanders to prevent and stop emotional and physical bullying. Student leaders, with the regular support of trained staff, identify and intervene on acts of aggression within their friend groups, clubs, teams or co-curricular programs, thereby changing the social norms within their groups and creating a safer school climate.</p>

Budgeted Expenditures

Amount		\$6000.00	\$6000.00
Source		LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

21st Century Technology: Modernize and Systematically Integrate Technology into Helix Culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (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)

Local Priorities:

Identified Need:

- - Technical education readiness
- - 21st Century Education
- - Equity in access

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure 1: Increase from baseline of 4:1 ratio (2013-14) in student technology	Measure 1: Increase from baseline of 4:1 ratio (2013-14) in student technology access; goal of 1:1 by	Measure 1: Increase from baseline of 4:1 ratio (2013-14) in student technology	Measure 1: Maintain 1:1 technology. Measure 2:	Measure 1: Maintain 1:1 technology. Measure 2:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>access; goal of 1:1 by end of 2018-19.</p> <p>Measure 2: Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education</p> <p>Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline</p> <p>Measure 4: Design and implementation of Digital Citizenship Plan</p>	<p>end of 2018-19-- Increased access to technology: 2016-17 650 Chromebooks in 9th grade 1:1 Implementation 625 Chromebooks in 10th grade 1:1 Implementation 600 Chromebooks in 11th grade 1:1 Implementation 120 Chromebooks on carts 150 Desktops in Lab/Library</p> <p>2015-16 279 Chromebooks in 9th grade 1:1 Implementation 120 Chromebooks on carts 150 Desktops in Lab/Library</p> <p>2014-15 90 Chromebooks on carts 150 Desktops in Lab/Library</p> <p>Measure 2: Faculty Technology Survey measures a) Maintain 100% Internet with no</p>	<p>access; goal of 1:1 by end of 2017-18.</p> <p>Measure 2: Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education; and d) increase access to tech support and PD based on 2013-14 baseline</p> <p>Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline</p> <p>Measure 4: Design and implementation of Digital Citizenship Plan</p>	<p>Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education; and d) increase access to tech support and PD based on 2013-14 baseline</p> <p>Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline</p> <p>Measure 4: Design and implementation of Digital Citizenship Plan</p>	<p>Faculty Technology Survey measures a) Maintain 100% Internet with no outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education; and d) increase access to tech support and PD based on 2013-14 baseline</p> <p>Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline</p> <p>Measure 4: Design and implementation of Digital Citizenship Plan</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>outage; b) Maintain 100% Working Teacher Workstation; c) Maintain 100% of Staff Usage With Canvas; Maintain 100% Usage Of Google Apps for Education (GAFE)--Faculty Survey indicates the following: 2016-17 a) 98% Internet with no outage b) 100% Working Teacher Workstations c) 100% Staff Use of Canvas and GAFE</p> <p>Measure 3: 10% Increase in Access Points to Wireless Internet on Campus based on 2013-14 baseline-- 2016-17 Increased access point campus-wide exceeding 10%; now connecting with Chromebooks more than 90% of the time.</p> <p>Measure 4: Design and implementation of Digital Citizenship Plan 2016-17 Continued implementation of Digital Citizenship Plan;</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	maintained vigilance with parent/student Chromebook Policy			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Campuswide Digital Citizenship Plan; continued development and implementation.

2018-19 Actions/Services

Campuswide Digital Citizenship Plan; continued development and implementation.

2019-20 Actions/Services

Campuswide Digital Citizenship Plan; continued development and implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintained Director of Data Systems and Information Technology

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

Unchanged Action

2018-19 Actions/Services

Maintained Director of Data Systems and Information Technology

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

Unchanged Action

2019-20 Actions/Services

Maintained Director of Data Systems and Information Technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$195,000.00	\$195,000.00	\$195,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1:1 Chromebook Implementation & Maintenance

2018-19 Actions/Services

1:1 Chromebook Implementation & Maintenance

2019-20 Actions/Services

1:1 Chromebook Implementation & Maintenance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000.00	\$200,000.00	\$200,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Increased FTE in IT Department

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

Unchanged Action

2018-19 Actions/Services

Increased FTE in IT Department

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

Unchanged Action

2019-20 Actions/Services

Increased FTE in IT Department

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000.00	\$115,000.00	\$115,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain In-House Technology Services

- Infrastructure for internet and technology services on site

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

Unchanged Action

2018-19 Actions/Services

Maintain In-House Technology Services

- Infrastructure for internet and technology services on site

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

Unchanged Action

2019-20 Actions/Services

Maintain In-House Technology Services

- Infrastructure for internet and technology services on site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$40,000.00	\$40,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action
Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Technology Programs for Staff Implementation: All the tech-based programs for staff

- Canvas LMS
- Google Apps For Education (GAPE)
- Synergy Ongoing Development/Training

2018-19 Actions/Services

Technology Staff Implementation: All the tech-based programs for staff

- Canvas LMS
- Google Apps For Education (GAPE)
- Synergy Ongoing Development/Training
- BrightBytes

2019-20 Actions/Services

Technology Staff Implementation: All the tech-based programs for staff

- Canvas LMS
- Google Apps For Education (GAPE)
- Synergy Ongoing Development/Training
- BrightBytes

- - BrightBytes
- - Follett Destiny
- - GoGuardian
- - Turnitin
- - WeVideo
- - Peardeck

- - Follett Destiny
- - GoGuardian
- - Turnitin
- - WeVideo
- - Peardeck

- - Follett Destiny
- - GoGuardian
- - Turnitin
- - WeVideo
- - Peardeck

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,000.00	\$125,000.00	\$125,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

- Technology Implementation Support
 - Staffing at Registration for Online Enrollment
 - Math Assessment @ 9th Grade
 - FAFSA Support

2018-19 Actions/Services

- Technology Implementation Support
 - Staffing at Registration for Online Enrollment
 - Math Assessment @ 9th Grade
 - FAFSA Support

2019-20 Actions/Services

- Technology Implementation Support
 - Staffing at Registration for Online Enrollment
 - Math Assessment @ 9th Grade
 - FAFSA Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8000.00	\$8000.00	\$8500.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 8

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Ongoing 21st Century Technology Maintenance and Modernization

- - Maintain/Enhance Wireless Schoolwide
- - Maintain/Modernize Staff Workstations
- - Maintain Lab Printers
- - Computer Lab Maintenance
- - Chromebook Cart Maintenance
- - Digital Document Management & Copy Machine System
- - CISCO Phone System Schoolwide

2018-19 Actions/Services

Ongoing 21st Century Technology Maintenance and Modernization

- - Maintain/Enhance Wireless Schoolwide
- - Maintain/Modernize Staff Workstations
- - Maintain Lab Printers
- - Computer Lab Maintenance
- - Chromebook Cart Maintenance
- - Digital Document Management & Copy Machine System
- - CISCO Phone System Schoolwide

2019-20 Actions/Services

Ongoing 21st Century Technology Maintenance and Modernization

- - Maintain/Enhance Wireless Schoolwide
- - Maintain/Modernize Staff Workstations
- - Maintain Lab Printers
- - Computer Lab Maintenance
- - Chromebook Cart Maintenance
- - Digital Document Management & Copy Machine System
- - CISCO Phone System Schoolwide

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,000.00	\$70,000.00	\$80,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Implementation of Digital Portfolios <ul style="list-style-type: none"> -Helix First/Advisory -Sophomore Boards 	Implementation of Digital Portfolios <ul style="list-style-type: none"> -Helix First/Advisory -Sophomore Boards

Budgeted Expenditures

Amount		\$0.00	\$0.00
Source		LCFF	LCFF

Action 10

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	Implementing a Senior IT Systems Engineer & Administrator <ul style="list-style-type: none"> -position will lead/manage the IT Team in analyzing, designing, planning, implementing, maintaining, troubleshooting and enhancing complex systems or networks which include a combination of servers, LANs, WANs, storage arrays, and the hardware, firmware, and software components that integrate these systems. 	Maintaining a Senior IT Systems Engineer & Administrator <ul style="list-style-type: none"> -position will lead/manage the IT Team in analyzing, designing, planning, implementing, maintaining, troubleshooting and enhancing complex systems or networks which include a combination of servers, LANs, WANs, storage arrays, and the hardware, firmware, and software components that integrate these systems.
--	--	---

Budgeted Expenditures

Amount

--

\$120,000.00

--

\$120,000.00

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Source

--

LCFF

--

LCFF

--

Budget

Reference

--

2000-2999: Classified Personnel Salaries

--

2000-2999: Classified Personnel Salaries

--

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 4

Goal 4. Expanded School: Expand opportunities for student learning via College and Career Outreach, Community College Dual Enrollment, Career Technical Education, and other innovative educational programs.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- 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)

Local Priorities:

Identified Need:

- - Preparation for advanced education
- - Meeting graduation requirements
- - Rigor in program of study

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure 1: Determine baseline percentage of students	Measure 1: 2017-18	Measure 1: Increase participation by 10 students	Measure 1: Increase participation by 10 students	Measure 1: Increase participation by 10 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>enrolled in an articulated college-level course</p> <p>Measure 2: Sub-Group UC a-g completion rate</p> <p>Measure 3: Determine baseline rate of graduation class meeting College and Career Readiness percent of students EAP College and Career Ready</p>	<p>Dual Enrollment (at Helix): --- completed courses 788</p> <p>Concurrent Enrollment (at CC during school year): --- 37 confirmed (6/28/18)</p> <p>Concurrent Enrollment (at CC during summer 2018): --- 132 confirmed (6/28/18)</p> <p>2016-17 College Enrollment: Dual Enrollment (at Helix): 242 completed courses</p> <p>Concurrent Enrollment (at CC during school year): 44</p> <p>Concurrent Enrollment (at CC during summer 2017): 127</p> <p>2015-16 College Enrollment Baseline Dual Enrollment (at Helix): 47 students completed courses</p> <p>Concurrent Enrollment (at CC during school year): 74</p> <p>Measure 2: 2016-17 93.5% 89.3% Asian 92.9% Hispanic</p>	<p>Measure 2: .01 percentage point increase in Sub-Group UC a-g completion rate</p> <p>Measure 3: 1 percentage point increase in rate of graduation class meeting College and Career Readiness</p>	<p>Measure 2: .01 percentage point increase in Sub-Group UC a-g completion rate</p> <p>Measure 3: 1 percentage point increase in rate of graduation class meeting College and Career Readiness</p>	<p>Measure 2: .01 percentage point increase in Sub-Group UC a-g completion rate</p> <p>Measure 3: 1 percentage point increase in rate of graduation class meeting College and Career Readiness</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>90.1% African American 98.9% White 93.0% Economically Disadvantaged</p> <p>2015-16 94.9% All-Students 92.3% Asian 94.3% Hispanic 92.9% African American 97.0% White 93.0% Economically Disadvantaged</p> <p>Measure 3: College and Career Readiness (EAP) Decreased percent of students EAP College and Career Ready 2016-17 ELA 45%, Math 17% 2015-16 ELA 23%, Math 13% 2014-15 ELA 26%, Math 15%</p>			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

College and Career Counselor

- Staffing Increase in Guidance

2018-19 Actions/Services

College and Career Counselor

- Staffing Increase in Guidance

2019-20 Actions/Services

College and Career Counselor

- Staffing Increase in Guidance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$93,000.00	\$95,000.00	\$110,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services**Dual Enrollment**

- College Level Course Access Community College Course, in 2017-18 the following course will be offered on-site: Economics 120/121, English 120, French 120/121, Spanish 120/121, American Sign Language 120/121, Math 120, Political Science 120/121

2018-19 Actions/Services**Dual Enrollment**

- College Level Course Access Community College Course, in 2018-19 the following course will be offered on-site: TBD

2019-20 Actions/Services**Dual Enrollment**

- College Level Course Access Community College Course, in 2019-20 the following course will be offered on-site: TBD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$395,300.00	\$400,000.00	\$400,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Incorporate College/Career Outreach and Education Programs:
1. Naviance
2. C4Me

2018-19 Actions/Services

Incorporate College/Career Outreach and Education Programs:
1. Naviance
2. C4Me

2019-20 Actions/Services

Incorporate College/Career Outreach and Education Programs:
1. Naviance
2. C4Me

3. Helix First College Exploration
 4. SPACE Program
 5. Naviance ACT and AP Online Prep Courses
 6. 10th Grade College Preparation/Readiness Program
 7. Parent College Tour

3. Helix First College Exploration
 4. SPACE Program: 12th Grade College Support Enrollment Program
 5. Naviance ACT and AP Online Prep Courses
 6. RISE UP Program: 10th Grade College Preparation/Readiness Program w/ Parent/Guardian College Tour

3. Helix First College Exploration
 4. SPACE Program: 12th Grade College Support Enrollment Program
 5. Naviance ACT and AP Online Prep Courses
 6. RISE UP Program: 10th Grade College Preparation/Readiness Program w/ Parent/Guardian College Tour

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000.00	\$35,000.00	\$35,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Naviance	4000-4999: Books And Supplies Naviance	4000-4999: Books And Supplies Naviance
Amount	\$30,000.00	\$30,000.00	\$30,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures C4Me	5700-5799: Transfers Of Direct Costs C4Me	5700-5799: Transfers Of Direct Costs C4Me
Amount	\$15,000.00	\$15,000.00	\$15,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Helix First College Exploration	5700-5799: Transfers Of Direct Costs Helix First College Exploration	5700-5799: Transfers Of Direct Costs Helix First College Exploration

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

College Readiness Course Offerings

- - Designed to help students enter college without the need of remediation courses.
- - Algebra 3 & ERWC

2018-19 Actions/Services

College Readiness Course Offerings

- - Designed to help students enter college without the need of remediation courses.
- - Algebra 3 & ERWC

2019-20 Actions/Services

College Readiness Course Offerings

- - Designed to help students enter college without the need of remediation courses.
- - ERWC

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$170,000.00	\$175,000.00	\$175,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Alternative Academic Supports: Home Hospital/Credit Recovery

2018-19 Actions/Services

Alternative Academic Supports: Home Hospital/Credit Recovery

2019-20 Actions/Services

Alternative Academic Supports: Home Hospital/Credit Recovery

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000.00	\$45,000.00	\$45,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

EDGE is 21st century Career and Technical Education Program -- with a focus in each of the following high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship and Computer Science Engineering. Creating an EDGE Lab/Makerspace.

2018-19 Actions/Services

EDGE is 21st century Career and Technical Education Program -- with a focus in each of the following high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship and Computer Science Engineering. Creating an EDGE Lab/Makerspace.

2019-20 Actions/Services

EDGE is 21st century Career and Technical Education Program -- with a focus in each of the following high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship and Computer Science Engineering. Creating an EDGE Lab/Makerspace.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000.00	\$175,000.00	\$175,000.00
Source	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	EDGE Lab Teacher	EDGE Lab Teacher
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Budgeted Expenditures

Amount		\$70,000.00	\$70,000.00
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

Close the Achievement Gap Through Effective Collaboration and Innovative Practice.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - 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)

Local Priorities:

Identified Need:

- - Collaboration in course, department, cross curricular
- - Best practices
- - Engagement with all targeted subgroups

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure 1: 0.05 percentage decrease in Chronic	GOAL #5 EXPECTED ANNUAL	Measure 1: 0.05 percentage decrease in Chronic	Measure 1: 0.05 percentage decrease in Chronic	Measure 1: 0.05 percentage decrease in Chronic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absenteeism Rate* (*Dataquest)	MEASURABLE OUTCOMES	Absenteeism Rate* (*Dataquest)	Absenteeism Rate* (*Dataquest)	Absenteeism Rate* (*Dataquest)
Measure 2: 0.05 percentage decrease in dropout rate*	Measure 1: 2016-17 Rate: 3.6% 2015-16 Rate: TBD (not reported in Dataquest) 2014-15 Rate: 4.29% 2013-14 Rate: 5.77%	Measure 2: 0.05 percentage decrease in dropout rate*	Measure 2: 0.05 percentage decrease in dropout rate*	Measure 2: 0.05 percentage decrease in dropout rate*
Measure 3: 1 percentage increase in sub-group grad rate (Cohort Data)*	Measure 2: 2016-17 Rate: 0.2% 2015-16 Rate: 1.0% 2014-15 Rate: 6.0% 2013-14 Rate: 3.4%	Measure 3: 1 percentage increase in sub-group grad rate (Cohort Data)*	Measure 3: 1 percentage increase in sub-group grad rate (Cohort Data)*	Measure 3: 1 percentage increase in sub-group grad rate (Cohort Data)*
Measure 4: 0.01 percentage point increase in sub-group UC/CSU a-g completion rate*	Measure 3: 1 percentage increase in sub-group grad rate (Cohort Data)* 2016-17 Rate: 89% (not reported in Dataquest)	Measure 4: 0.01 percentage point increase in UC/CSU a-g completion rate*	Measure 4: 0.01 percentage point increase in UC/CSU a-g completion rate*	Measure 4: 0.01 percentage point increase in UC/CSU a-g completion rate*
Measure 5: 0.05 percentage point improvement in long- term EL's at proficiency on CELDT--SRM	2015-16 Rate: 92.9% 91.2% Hispanic 92.0% Asian 96.6% African American 93.3% White 90.5% Socioeconomically Disadvantaged	Measure 5: 0.05 percentage point improvement in long- term EL's at proficiency on CELDT--SRM	Measure 5: 0.05 percentage point improvement in long- term EL's at proficiency on CELDT--SRM	Measure 5: 0.05 percentage point improvement in long- term EL's at proficiency on CELDT--SRM
Measure 6: 0.5 percentage point improvement in EL Reclassification rate-- SRM	2014-15 Rate: 89.0% 86.8% Hispanic 85.3% Asian 91.9% African American 91.2% White	Measure 6: 0.5 percentage point improvement in EL Reclassification rate-- SRM	Measure 6: 0.5 percentage point improvement in EL Reclassification rate-- SRM	Measure 6: 0.5 percentage point improvement in EL Reclassification rate-- SRM

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>87.4% Socioeconomically Disadvantaged</p> <p>Measure 4: 2016-17 Rate: 93.5% 92.9% Hispanic 89.3% Asian 90.1% African American 98.9% White 91.6% Socioeconomically Disadvantaged</p> <p>2015-16 Rate: 94.9% 88.9% Hispanic 92.3% Asian 92.9% African American 100% White 93.0% Socioeconomically Disadvantaged</p> <p>2014-15 Rate: 93.2% 94.5% Hispanic 96.7% Asian 86.2% African American 94.7% White 91.3% Socioeconomically Disadvantaged</p> <p>Measure 5: 2017-18 3 Students @ Risk 2016-17 3 Students @ Risk</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-16 9 Students @ Risk Measure 6: 2017-18 11.4% 2016-17 26.8% 2015-16 5.5 % 2014-15 5.1 %			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintaining a schoolwide Academic Support Program at all grade levels with subject specific supports in general education and special education. This action/service includes all of the following components:

- - Program Supervisor
- - Academic Leads
- - Academic Coaches (GenEd/SpEd)
- - Dropout Detective
- - Department Budget

2018-19 Actions/Services

Maintaining a schoolwide Academic Support Program at all grade levels with subject specific supports in general education and special education. This action/service includes all of the following components:

- - Program Supervisor
- - Academic Leads
- - Academic Coaches (GenEd/SpEd)
- - Dropout Detective
- - Department Budget

2019-20 Actions/Services

Maintaining a schoolwide Academic Support Program at all grade levels with subject specific supports in general education and special education. This action/service includes all of the following components:

- - Program Supervisor
- - Academic Leads
- - Academic Coaches (GenEd/SpEd)
- - Dropout Detective
- - Department Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110, 000.00	\$110, 000.00	\$115, 000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Program Supervisor	1000-1999: Certificated Personnel Salaries Program Supervisor	1000-1999: Certificated Personnel Salaries Program Supervisor
Amount	\$190,000.00	\$190,000.00	\$190,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Academic Leads	2000-2999: Classified Personnel Salaries Academic Leads	2000-2999: Classified Personnel Salaries Program Supervisor Academic Leads

Amount	\$210,000.00	\$210,000.00	\$210,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Academic Coaches Gen Ed	2000-2999: Classified Personnel Salaries Academic Coaches Gen Ed	2000-2999: Classified Personnel Salaries Academic Coaches Gen Ed
Amount	\$265,000.00	\$265,000.00	\$265,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Academic Coaches Special Ed	2000-2999: Classified Personnel Salaries Academic Coaches Special Ed	2000-2999: Classified Personnel Salaries Academic Coaches Special Ed
Amount	\$2700.00	\$2700.00	\$2700.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Dropout Detective	6000-6999: Capital Outlay Dropout Detective	6000-6999: Capital Outlay Dropout Detective
Amount	\$2500.00	\$2500.00	\$2500.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Department Budget	4000-4999: Books And Supplies Department Budget	4000-4999: Books And Supplies Department Budget

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional development for the English Learner Program.

2018-19 Actions/Services

Professional development for the English Learner Program.

2019-20 Actions/Services

Professional development for the English Learner Program; Implementation of an English Learner Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5,000.00	\$5,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$6000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Enrollment Reduction for class size cap from 31:1 to 30:1.

2018-19 Actions/Services

Maintain Enrollment Reduction for class size cap from 31:1 to 30:1.

2019-20 Actions/Services

Maintain Enrollment Reduction for class size cap from 31:1 to 30:1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,000.00	\$180,000.00	\$180,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Increase exposure to Algebra I and Algebra II curriculum--extending each course to a year-long schoolwide.

2018-19 Actions/Services

Increase exposure to Algebra I and Algebra II curriculum--extending each course to a year-long schoolwide.

2019-20 Actions/Services

Increase exposure to Algebra I and Algebra II curriculum--extending each course to a year-long schoolwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$555,000.00	\$555,000.00	\$585,000.00
Source	Title I	Title I	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional Development
 1. Professional Development: conference, trainings, curriculum development (\$90,000 Certificated; \$15,000 Classified)
 2. Increased Professional Development by 3 Days
 3. TOSA: Release for Integrated Staff Support of Schoolwide Programs, 2.25 FTEs
 4. North County Professional Development Federation membership

2018-19 Actions/Services

Professional Development
 1. Professional Development: conference, trainings, curriculum development (\$90,000 Certificated; \$15,000 Classified)
 2. Increased Professional Development by 3 Days
 3. TOSA: Release for Integrated Staff Support of Schoolwide Programs, 2.25 FTEs
 4. North County Professional Development Federation membership

2019-20 Actions/Services

Professional Development
 1. TOSA: Release for Integrated Staff Support of Schoolwide Programs, 2.25 FTEs
 2. North County Professional Development Federation membership

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,000.00	\$108,000.00	\$108,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$292,000.00	\$292,000.00	\$292,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served:

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

All
Specific Student Groups: Students with Disabilities, Homeless

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Building Reserve for ASPIRE Tutorial Supports (post grant)

Removing: Reserve for ASPIRE Tutorial Supports (post grant)

Removed: Building Reserve for ASPIRE Tutorial Supports (post grant)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000.00	\$0.00	\$0.00
Source	LCFF		

Action 7

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students with Disabilities, Homeless
 [Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

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

LEA-wide
 [Add Scope of Services selection here]

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

All Schools
 [Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

AP Fee Reimbursement

2018-19 Actions/Services

AP Fee Reimbursement

2019-20 Actions/Services

AP Fee Reimbursement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	\$20,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Competitive Salary Schedule

- Salary Schedule Enhancement/Modification

2018-19 Actions/Services

Competitive Salary Schedule

- Salary Schedule Enhancement/Modification

2019-20 Actions/Services

Competitive Salary Schedule

- Salary Schedule Enhancement/Modification

Elimination of Steps 1-3 on Salary Schedule

Elimination of Steps 1-3 on Salary Schedule

Elimination of Steps 1-3 on Salary Schedule

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000.00	\$65,000.00	\$65,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 9

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

Students to be Served:

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

Students with Disabilities
Specific Student Groups: Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action
Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPED Support Program

- Increased Teacher Prep for Curriculum Modification

Subject Specific Support Classes

- Co-teaching in Core Courses

SPED Support Program

- Increased Teacher Prep for Curriculum Modification

Subject Specific Support Classes

- Co-teaching in Core Courses

SPED Support Program

- Increased Co-Taught Model for Curriculum Modification
- GUHSD buyback service

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000.00	\$150,000.00	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Action 10

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

Students to be Served:

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

Specific Student Groups: Students with Disabilities, Homeless
 [Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Helix First: 9th Grade Transition Program

2018-19 Actions/Services

Helix First: 9th Grade Transition Program

2019-20 Actions/Services

Helix First: 9th Grade Transition Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$295,000.00	\$295,000.00	\$295,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Summer Institute: Content Specific Staff Development during summer.

2018-19 Actions/Services

Summer Institute: Content Specific Staff Development during summer.

2019-20 Actions/Services

Summer Institute: Content Specific Staff Development during summer.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000.00	\$35,000.00	\$40,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 6

Parent & Community Integration: Develop Parent and Community Partnerships that Establish Helix as a Community Center.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- - To increase number of parents/guardians providing input on campus,
- - To increase training opportunities on campus for parents/guardians to support learning at home and at school
- - To advance HCHS community integration

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measure 1: Increase/sustain the number of parents/guardians attending parent training, learning opportunities and	Measure 1: 2016-17 1100 families (Family First Events, Tours, Breakfast) 2015-16 900 families 2014-15 845 families Measure 2:	Measure 1: Increase and/or sustain the number of parents/guardians attending parent training, learning opportunities and education workshops	Measure 1: Increase and/or sustain the number of parents/guardians attending parent training, learning opportunities and	Measure 1: Increase and/or sustain the number of parents/guardians attending parent training, learning opportunities and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>education workshops and meetings.</p> <p>Measure 2: Increase Parent/Guardian Canvas Observer Accounts.</p> <p>Measure 3: Increase parent response to CHKS Survey to 150</p> <p>Measure 4: Increase and/or sustain parent enrollment in PTSA.</p>	<p>2016-17: 2503 Observer Accounts 2015-16: 1891 Observer Accounts 2014-15: 1902 Observer Accounts</p> <p>Measure 3: 2016-17 417 Parent Responses 2014-15 87 Parent Responses -- Not met, insufficient amount to obtain CHKS Findings Report.</p> <p>Measure 4: 2017-2018 283 members 2016-2017 263 members 2015-2016 278 members 2014-2015 188 members 2013-2014 180 members</p>	<p>and meetings from 900 (2016-17) attendees to 1000.</p> <p>Measure 2: Increase and/or sustain Parent/Guardian Canvas Observer Accounts from 2053 (2016-17) to 2100.</p> <p>Measure 3: Increase and/or sustain parent response to CHKS Survey from 417 (2016-17) to 500.</p> <p>Measure 4: Increase and/or sustain parent enrollment in PTSA from 263 (2016-17) to 300.</p>	<p>education workshops and meetings.</p> <p>Measure 2: Increase and/or sustain Parent/Guardian Canvas Observer Accounts.</p> <p>Measure 3: Increase and/or sustain parent response to CHKS Survey.</p> <p>Measure 4: Increase and/or sustain parent enrollment in PTSA.</p>	<p>education workshops and meetings.</p> <p>Measure 2: Increase and/or sustain Parent/Guardian Canvas Observer Accounts.</p> <p>Measure 3: Increase and/or sustain parent response to CHKS Survey.</p> <p>Measure 4: Increase and/or sustain parent enrollment in PTSA.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintaining Annual Events

- - Back to School Nights
- - 9-12th Grade Curriculum Meet and Greet
- - Quarter 1 and 3
- - Parent Shadow Day
- - 9-12th Grade Shadow Day to Experience Helix as a Student
- - Spring Fling
- - Incoming 9th Grade Orientation
- - Summer Registration
- - Build course schedules with parent input
- - Discuss academic progress
- - Review grade level specific student needs

2018-19 Actions/Services

Maintaining Annual Events

- - Back to School Nights
- - 9-12th Grade Curriculum Meet and Greet
- - Quarter 1 and 3
- - Parent Shadow Day
- - 9-12th Grade Shadow Day to Experience Helix as a Student
- - Spring Fling
- - Incoming 9th Grade Orientation
- - Summer Registration
- - Build course schedules with parent input
- - Discuss academic progress
- - Review grade level specific student needs

2019-20 Actions/Services

Maintaining Annual Events

- - Back to School Nights
- - 9-12th Grade Curriculum Meet and Greet
- - Quarter 1 and 3
- - Parent Shadow Day
- - 9-12th Grade Shadow Day to Experience Helix as a Student
- - Spring Fling
- - Incoming 9th Grade Orientation
- - Summer Registration
- - Build course schedules with parent input
- - Discuss academic progress
- - Review grade level specific student needs

- Parent Compact that delineates commitment to HCHS and our academic program

- Parent Compact that delineates commitment to HCHS and our academic program

- Parent Compact that delineates commitment to HCHS and our academic program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	\$20,000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Supporting the recognition of Extra-curricular Activities:

- Athletics, Arts and Academics Staff Recognition events: Invitation, promotion, photographing
- College Signing Day

Supporting the recognition of Extra-curricular Activities:

- Athletics, Arts and Academics Staff Recognition events: Invitation, promotion, photographing
- College Signing Day

Supporting the recognition of Extra-curricular Activities:

- Athletics, Arts and Academics Staff Recognition events: Invitation, promotion, photographing
- College Signing Day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500.00	\$3000.00	\$3000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

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

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

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs.

- - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise.
- - Community Events/Topics: Health, Financial, Education

2018-19 Actions/Services

Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs.

- - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise.
- - Community Events/Topics: Health, Financial, Education

2019-20 Actions/Services

Provide parent training, learning opportunities and education workshops and meetings. Funding will cover event costs such as food/snack, child care, interpreters, raffles, presenter costs and organization costs.

- - Family First Topics: Common Core State Standards, EL Master Plan, a-g UC-CSU Requirements, College Funding and Application, Core Department Curriculum, School Safety, and Student/Parent Needed Topics that arise.
- - Community Events/Topics: Health, Financial, Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$5000.00	\$5000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase involvement in our decision-making bodies on campus with improved attendance at Charter Board, Restructuring, PTSA and increase LCAP and California Healthy Kids survey participation.

2018-19 Actions/Services

Increase involvement in our decision-making bodies on campus with improved attendance at Charter Board, Restructuring, PTSA and increase LCAP and California Healthy Kids survey participation.

2019-20 Actions/Services

Increase involvement in our decision-making bodies on campus with improved attendance at Charter Board, Restructuring, PTSA and increase LCAP and California Healthy Kids survey participation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Providing Translation Services to Expand Parent Education Opportunities.

2018-19 Actions/Services

Providing Translation Services to Expand Parent Education Opportunities.

2019-20 Actions/Services

Providing Translation Services to Expand Parent Education Opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4000.00	\$4000.00	\$4000.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Continued support of services to increase Staff to Parent/Guardian outreach via Edulink and Text 101.

2018-19 Actions/Services

Continued support of services to increase Staff to Parent/Guardian outreach via Edulink, Text 101, High School Newsletters and Smore.

2019-20 Actions/Services

Continued support of services to increase Staff to Parent/Guardian outreach via Edulink, Text 101, High School Newsletters and Smore.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7000.00	\$7000.00	\$7000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5900: Communications	5900: Communications	5900: Communications

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,927,110

Percentage to Increase or Improve Services

13.02%

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

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

Helix Charter High School (HCHS) is supporting the needs of its low income, foster, homeless, English learner and redesignated FEP students with a variety of supports designed to accelerate increases in student learning. Programs and services are principally directed towards, and are effective in, assisting unduplicated pupils in meeting state and local priorities or indicators. Actions and services are designed to make an impact on the overall learning environment and the climate of the school as a whole. Helix is supporting the needs of its unduplicated pupils with a variety of services, early interventions and ongoing monitoring. An essential component of the success of all students at Helix is keeping our Mission at the forefront and supporting our students to attain our Vision.

In support of this commitment, HCHS has implemented the following that has proven effective in supporting all students, but are principally directed toward the unduplicated pupil groups: before- and after-school tutorials; programs to make up Incomplete grades; Student Ambassador and peer mentoring programs; Grade Level Teams; on-site Social Workers; a Foster & Homeless Youth Liaison; campus Wellness Center that connects families to community resources; Advanced Placement exam fee support; Helix 1:1 laptop initiative; double-dose Algebra I, campus-wide Academic Support program and Helix Family First parent information meetings after regular school hours to accommodate working families.

We will increase the amount of services provided by increased guidance and classroom staffing, course offerings, class supports. We will increase equity of access to technology by pairing technology with classroom teachers who provide real-time support and encouragement to underserved students; boosting engagement amongst students most at risk. We will continue to identify at-risk students early with ongoing programs and additional web-based data-driven monitoring system. We will also continue our Academic Support Program "Where Everyone Achieves" program to help identify and provide supports for students in all our targeted subgroups.

In support of our English learner and redesignated FEP pupil groups, our English language learner program is developing the use of EDGE curriculum, community-based instructional learning opportunities and Achieve 3000, an online reading development support program; providing translation services for Spanish, Somali and other languages during parent outreach; FTEs to effectively support the progress and expand the course options of EL and RFEP students; and professional development revolving around teaching EL students.

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

Helix Charter High School will meet the proportionality requirements of 3% in 2017-18 through services referenced throughout the LCAP. Activities in direct support of English learners, low income, redesignated fluent English proficient, and special education students will be measured in with LCAP Mandated Metrics in addition to onsite methods of monitoring allowing assessing us to assess attainment of our annual goals set in the LCAP. All allocated funds will be used for increased and improved services for unduplicated pupils.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$3,156,817

Percentage to Increase or Improve Services

14.54%

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

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

Helix Charter High School (HCHS) is supporting the needs of its low income, foster, homeless, English learner and redesignated FEP students with a variety of supports designed to accelerate increases in student learning. Programs and services are principally directed towards, and are effective in, assisting unduplicated pupils in meeting state and local priorities or indicators. Actions and services are designed to make an impact on the overall learning environment and the climate of the school as a whole. Helix is supporting the needs of its unduplicated pupils with a variety of services, early interventions and ongoing monitoring. An essential component of the success of all students at Helix is keeping our Mission at the forefront and supporting our students to attain our Vision.

In support of this commitment, HCHS has implemented the following that has proven effective in supporting all students, but are principally directed toward the unduplicated pupil groups: before- and after-school tutorials; programs to make up Incomplete grades; Student Ambassador and peer mentoring programs; Grade Level Teams; on-site Social Workers; a Foster & Homeless Youth Liaison; campus Wellness Center that connects families to community resources; Advanced Placement exam fee support; Helix 1:1 laptop initiative; double-dose Algebra I, campus-wide Academic Support program and Helix Family First parent information meetings after regular school hours to accommodate working families.

We will increase the amount of services provided by increased guidance and classroom staffing, course offerings, class supports. We will increase equity of access to technology by pairing technology with classroom teachers who provide real-time support and encouragement to underserved students; boosting engagement amongst students most at risk. We will continue to identify at-risk students early with ongoing programs and additional web-based data-driven monitoring system. We will also continue our Academic Support Program "Where Everyone Achieves" program to help identify and provide supports for students in all our targeted subgroups.

In support of our English learner and redesignated FEP pupil groups, our English language learner program is developing the use of EDGE curriculum, community-based instructional learning opportunities and Achieve 3000, an online reading development support program; providing translation services for Spanish, Somali and other languages during parent outreach; FTEs to effectively support the progress and expand the course options of EL and RFEP students; and professional development revolving around teaching EL students.

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

Helix Charter High School will meet the proportionality requirements of 3% in 2017-18 through services referenced throughout the LCAP. Activities in direct support of English learners, low income, redesignated fluent English proficient, and special education students will be measured in with LCAP Mandated Metrics in addition to onsite methods of monitoring allowing assessing us to assess attainment of our annual goals set in the LCAP. All allocated funds will be used for increased and improved services for unduplicated pupils.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$\$1,658,792

Percentage to Increase or Improve Services

7.48%

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

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

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

In support of this commitment, HCHS has implemented the following that has proven effective in supporting all students, but are principally directed toward the unduplicated pupil groups: before- and after-school tutorials; programs to make up Incomplete grades; Student Ambassador and peer mentoring programs; Grade Level Teams; on-site Social Workers; a Foster & Homeless Youth Liaison; campus Wellness Center that connects families to community resources; Advanced Placement exam fee support; Helix 1:1 laptop initiative; double-dose Algebra I, campus-wide Academic Support program and Helix Family First parent information meetings after regular school hours to accommodate working families.

We will increase the amount of services provided by increased guidance and classroom staffing, course offerings, class supports. We will increase equity of access to technology by pairing technology with classroom teachers who provide real-time support and encouragement to underserved students; boosting engagement amongst students most at risk. We will continue to identify at-risk students early with ongoing programs and additional web-based data-driven monitoring system. We will also continue our Academic Support Program "Where Everyone Achieves" program to help identify and provide supports for students in all our targeted subgroups.

In support of our English learner and redesignated FEP pupil groups, our English language learner program is developing the use of EDGE curriculum, community-based instructional learning opportunities and Achieve 3000, an online reading development support program; providing translation services for Spanish, Somali and other languages during parent outreach; FTEs to effectively support the progress and expand the course options of EL and RFEP students; and professional development revolving around teaching EL students.

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

Helix Charter High School will meet the proportionality requirements of 13.4% in 2016-17 through services referenced throughout the LCAP. Activities in direct support of English learners, low income, redesignated fluent English proficient, and special education students will be measured in with LCAP Mandated Metrics in addition to onsite methods of monitoring allowing assessing us to assess attainment of our annual goals set in the LCAP. All allocated funds will be used for increased and improved services for unduplicated pupils.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,445,700.00	5,758,399.00	5,436,800.00	5,641,700.00	5,739,100.00	16,817,600.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	175,000.00	175,000.00	175,000.00	175,000.00	175,000.00	525,000.00
LCFF	2,539,100.00	2,502,598.00	2,088,000.00	2,237,500.00	2,256,500.00	6,582,000.00
LCFF Supplemental and Concentration	0.00	2,504,687.00	2,618,800.00	2,674,200.00	3,307,600.00	8,600,600.00
Special Education	265,000.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,891,600.00	0.00	0.00	0.00	0.00	0.00
Title I	575,000.00	576,114.00	555,000.00	555,000.00	0.00	1,110,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,445,700.00	5,758,399.00	5,436,800.00	5,641,700.00	5,739,100.00	16,817,600.00
	100,000.00	0.00	200,000.00	100,000.00	100,000.00	400,000.00
1000-1999: Certificated Personnel Salaries	2,989,000.00	3,092,081.00	2,875,300.00	3,004,000.00	3,088,000.00	8,967,300.00
2000-2999: Classified Personnel Salaries	1,037,100.00	1,202,413.00	907,000.00	1,037,100.00	1,035,500.00	2,979,600.00
4000-4999: Books And Supplies	937,100.00	977,736.00	1,082,600.00	1,118,100.00	1,133,100.00	3,333,800.00
5000-5999: Services And Other Operating Expenditures	53,000.00	31,297.00	72,500.00	53,000.00	58,000.00	183,500.00
5700-5799: Transfers Of Direct Costs	195,000.00	195,165.00	165,000.00	195,000.00	195,000.00	555,000.00
5800: Professional/Consulting Services And Operating Expenditures	119,500.00	148,516.00	119,500.00	119,500.00	114,500.00	353,500.00
5900: Communications	7,000.00	0.00	7,000.00	7,000.00	7,000.00	21,000.00
6000-6999: Capital Outlay	8,000.00	111,191.00	7,900.00	8,000.00	8,000.00	23,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,445,700.00	5,758,399.00	5,436,800.00	5,641,700.00	5,739,100.00	16,817,600.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	100,000.00	0.00	200,000.00	100,000.00	100,000.00	400,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,337,000.00	1,233,123.00	837,000.00	917,000.00	917,000.00	2,671,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	1,303,958.00	1,483,300.00	1,532,000.00	2,171,000.00	5,186,300.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,097,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	555,000.00	555,000.00	555,000.00	555,000.00	0.00	1,110,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	360,100.00	364,656.00	225,000.00	354,000.00	358,000.00	937,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	837,757.00	682,000.00	683,100.00	677,500.00	2,042,600.00
2000-2999: Classified Personnel Salaries	Special Education	265,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	412,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Governors CTE Initiative: California Partnership Academies	175,000.00	175,000.00	175,000.00	175,000.00	175,000.00	525,000.00
4000-4999: Books And Supplies	LCFF	444,000.00	505,636.00	558,500.00	588,500.00	603,500.00	1,750,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	297,100.00	349,100.00	354,600.00	354,600.00	1,058,300.00
4000-4999: Books And Supplies	Supplemental and Concentration	318,100.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	33,000.00	8,183.00	2,500.00	13,000.00	13,000.00	28,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	2,000.00	70,000.00	40,000.00	45,000.00	155,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	20,000.00	21,114.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	450,000.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	45,165.00	15,000.00	45,000.00	45,000.00	105,000.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	45,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	108,000.00	138,000.00	108,000.00	108,000.00	108,000.00	324,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	10,516.00	11,500.00	11,500.00	6,500.00	29,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	11,500.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF	7,000.00	0.00	7,000.00	7,000.00	7,000.00	21,000.00
6000-6999: Capital Outlay	LCFF	0.00	103,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	8,191.00	7,900.00	8,000.00	8,000.00	23,900.00
6000-6999: Capital Outlay	Supplemental and Concentration	8,000.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	607,600.00	671,320.00	636,600.00	788,600.00	796,600.00	2,221,800.00
Goal 2	525,900.00	520,567.00	520,200.00	525,900.00	548,800.00	1,594,900.00
Goal 3	873,000.00	885,309.00	858,000.00	873,000.00	883,500.00	2,614,500.00
Goal 4	1,025,000.00	1,047,048.00	958,300.00	1,040,000.00	1,055,000.00	3,053,300.00
Goal 5	2,375,200.00	2,598,891.00	2,425,200.00	2,375,200.00	2,416,200.00	7,216,600.00
Goal 6	39,000.00	35,264.00	38,500.00	39,000.00	39,000.00	116,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Appendix G

**Helix Charter High School
2019 - 2020 School Year**

APPROVED 2/13/17 REV 5/15/2019

TERM 1			
August	5	Monday	Staff Development/Faculty Workday (Non-Student Day)
	6	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	7	Wednesday	First day of Fall Semester 1 (45 Days) Wednesday Schedule
	22	Thursday	Back to School Night
	28	Wednesday	Parent Shadow Day - Reverse Wednesday Schedule
September	2	Monday	Labor Day - Holiday - No School
	9	Monday	Progress Report Grades Due - Fall Semester 1
	9	Monday	Staff Development/Faculty Workday (Non-Student Day)
	11	Wednesday	Athletic Eligibility Determined
October	9, 10	Wednesday, Thursday	Final Exams - Quarter 1
	11	Friday	Staff Development/Faculty Workday (Non-Student Day) Final Grades Due Fall Semester 1
	14	Monday	First Day of Quarter 2 (44 Days)
	16	Wednesday	Athletic Eligibility Determined
November	11	Monday	Veterans Day Observance - Holiday - No School
	12	Tuesday	Progress Reports Due - Fall Semester 2
	14	Thursday	Athletic Eligibility Determined
	25 - 29	Monday - Friday	Thanksgiving Break - Holiday - No School
December	19, 20	Thursday, Friday	Final Exams - Fall Semester 2
	23	Monday	Final Grades Due Fall Semester 2
	26	Thursday	Athletic Eligibility Determined
	23 - 31	Monday - Tuesday	Winter Break
TERM 2			
January	1 - 3	Wednesday - Friday	Winter Break
	6-7	Monday, Tuesday	Staff Development/Faculty Workdays (Non-Student Days)
	8	Wednesday	First Day of Spring Semester 1 (44 days) Wednesday Schedule
	16	Thursday	Back to School Night
	20	Monday	Martin Luther King Jr. Day - Holiday - No School
	29	Wednesday	Parent Shadow Day - Reverse Wednesday Schedule
February	10	Monday	Progress Reports Due - Spring Semester 1
	12	Wednesday	Athletic Eligibility Determined
	14	Friday	Lincoln Day Observance - Holiday - No School
	17	Monday	President's Day - Holiday - No School
March	11, 12	Wednesday, Thursday	Final Exams - Spring Semester 1
	13	Friday	Staff Development/Faculty Workday (Non-Student Day) Final Grades Due-Spring Semester 1
	13 - 27	Friday - Friday	Spring Break Holiday - No School
	17	Tuesday	Athletic Eligibility Determined
	30	Monday	First Day of Spring Semester 2 (47 days)
April	10	Friday	Good Friday - Holiday - No School
May	4	Monday	Progress Reports Due - Spring Semester 2
	6	Wednesday	Athletic Eligibility Determined
	6	Wednesday	Spring Fling
	25	Monday	Memorial Day - No School
	26, 27	Tuesday, Wednesday	Senior Boards - Minimum Days
June	3, 4	Wednesday, Thursday	Final Exams - Spring Semester 2
	4	Thursday	Graduation
	5	Friday	Luncheon/Fac Workday (Non-Student Day) Final Grades Due Spring Sem 2

Student Days (180)

Staff Development/Faculty Work Days (8)

Total (188)

**HELIX CHARTER HIGH SCHOOL
BELL SCHEDULES
2019/2020**

Monday, Thursday, and Friday	
Period 1	7:50 – 9:22
Period 2	9:30 – 11:02
Period 3	11:15 – 12:48
Lunch	12:48 – 1:18
Period 4	1:23 – 2:55
Period 5 (Extended Day)	3:00 – 4:00

Tuesday		
Tutorials	Art, English, Helix First, LOTE, PE, Performing Arts, Science	7:50 – 8:50
Period 1		8:55 – 10:06
Period 2		10:13 – 11:24
Lunch		11:24 – 11:54
Period 3		11:59 – 1:10
Period 4		1:17 – 2:28
Staff Meetings		2:35 – 2:55
Period 5 (Extended Day)		3:00 – 4:00

Wednesday		
Tutorials	Business, Family/Consumer Science, Math, Social Science, Tech	7:50 – 8:50
Period 1		8:55 – 10:06
Period 2		10:13 – 11:24
Advisory		11:31 – 11:51
Lunch		11:51 – 12:21
Period 3		12:26 – 1:37
Period 4		1:44 – 2:55
Period 5 (Extended Day)		3:00 – 4:00

Final Exam Schedule	
Period 1	7:50 – 9:00
Period 2	9:05 – 10:15
Period 3	10:35 – 11:45
Period 4	11:50 – 1:00

**Helix Charter High School Instructional Minutes
2019/2020**

	Start	End	Minutes	Less Lunch	Daily Minutes	# of Days	Total Minutes	Minutes Required	Meets Requirement
Regular Mon/Thur/Fri	7:50 AM	2:55 PM	425	(30)	395	97	38,315		
Tuesday	7:50 AM	2:28 PM	398	(30)	368	35	12,880		
Wednesday	7:50 AM	2:55 PM	425	(30)	395	30	11,850		
Finals	7:50 AM	1:00 PM	310	(15)	295	8	2,360		
Sophomore Interviews	7:50 AM	12:30 PM	280	(30)	250	1	250		
Senior Defense	7:50 AM	12:15 PM	265	(30)	235	3	705		
Practice Senior Boards	7:50 AM	2:55 PM	425	(30)	395	2	790		
Senior Boards	7:50 AM	12:15 PM	265	(32)	233	2	466		
Term Start	8:55 AM	2:55 PM	360	(30)	330	2	660		
TOTALS						180	68,276	64,800	YES

Appendix H

Helix High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kevin Osborn, Executive Director

Principal, Helix High

About Our School

Helix Charter High School is a school of approximately 2400 students being served by approximately 200 staff members, located in a wonderfully diverse community. Built in 1952, the school has been a part of the area for more than 60 years and has a strong tradition of excellence in many areas, including academics, arts, and athletics. Helix staff, students, parents, and community members work together in a collaborative environment to ensure students reach their potential. Helix was one of the first high schools in California to convert from a traditional high school to a comprehensive charter high school. The conversion occurred in 1997-98, and Helix became California's 150th charter school. At that time, Helix staff made a commitment to doing things differently and to make sure that all students have the opportunity to attend college, should they so choose, following graduation. As such, Helix boasts a rigorous curriculum, as well as a comprehensive support system that makes it possible for students to push themselves toward higher goals. In order to graduate from Helix, all students must meet the A-G course requirements, which includes all of the courses needed to be eligible to apply to the UC/CSU systems. Students are also able to select Honors and Advanced Placement courses, as well as courses offered through a dual-enrollment program, which allows them to take college courses on the Helix campus, fulfilling a high school graduation requirement while earning actual college credit.

Students also have access to programs that provide opportunities for careers in areas such as computer science, sports medicine, entrepreneurship, education, and culinary arts. Helix's athletic program is one of the largest in the area, offering many boys' and girls' sport at the freshman, junior varsity, and varsity levels. We also provide many performing arts programs - dance, drama, instrumental music, speech and debate, and vocal music - as well as clubs and organizations that meet students' interests. All of these things are intended to connect students to school, as students who feel connected to their school tend to perform better academically.

Because Helix is a somewhat large school, it is important that students do not "fall through the cracks" or become anonymous on campus. In order to make a large campus small, we committed to having Grade Level Teams on which a Grade Level Principal, Counselor, Academic Advisor, and Secretary serve a graduating class for their entire four years at Helix. This allows families to have a consistent contact person for their student, and students have a team of people who are aware of their goals, and who will intervene when a student begins to struggle. Students are assigned to weekly or daily tutorial sessions if they are identified as failing a class, if they need to make up a test or other assignments, or if they are struggling with specific competencies required of a course. We also offer before- and after-school programs that allow students to access personalized support from a tutor and/or their teacher.

To be able to be innovative and creative with the instructional program to meet our students' needs, we receive flexibility

from the state as to how money is spent and we have greater autonomy over our programs. For this flexibility, however, we must meet more rigorous accountability measures that must be a part of our charter. We welcome these increased accountability measures as they help to keep our focus on our main purpose: students and their continued learning.

Contact

Helix High
7323 University Ave.
La Mesa, CA 91941-6055

Phone: 619-644-1940
E-mail: kosborn@helixcharter.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Grossmont Union High
Phone Number	(619) 644-8000
Superintendent	Tim Glover
E-mail Address	tglover@guhsd.net
Web Site	www.guhsd.net/

School Contact Information (School Year 2018—19)	
School Name	Helix High
Street	7323 University Ave.
City, State, Zip	La Mesa, Ca, 91941-6055
Phone Number	619-644-1940
Principal	Kevin Osborn, Executive Director
E-mail Address	kosborn@helixcharter.net
Web Site	www.helixcharter.net
County-District-School (CDS) Code	37681303732732

Last updated: 1/11/2019

School Description and Mission Statement (School Year 2018—19)

MISSION STATEMENT:

Helix Charter High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.

VISION STATEMENT:

In a college preparatory environment, Helix Charter High School strives to close the achievement gap through effective collaboration and innovative practices.

Values and Beliefs:

At Helix Charter High School, our Main Purpose is to provide students with powerful learning experiences that help them gain the knowledge, skills, and insights that enable our students to make connections that transform their relationship to self, others, and the world.

Helix Core Beliefs :

1. We believe that all students can learn and become contributing members of society.
2. We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.
3. We value the diverse ideas, values, and cultures that enrich our school system.
4. We value a safe and supportive learning environment that promotes student achievement.

5. We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.

6. We believe that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.

7. We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.

8. We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.

9. We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.

To be able to be innovative and creative with the instructional program to meet our students' needs, we receive flexibility from the state as to how money is spent and we have greater autonomy over our programs. For this flexibility, however, we must meet more rigorous accountability measures that must be a part of our charter. We welcome these increased accountability measures as they help to keep our focus on the main thing: students and their continued learning.

GRADE LEVEL TEAMS (GLTs): The network of support for Helix students is divided into four grade level teams, each consisting of a Grade Level Principal, Counselor, Academic Advisor, Team Secretary, and an Attendance Clerk and Social Worker work with each GLT. Students remain with the same team all four years of their high school career; therefore, the bond between the student, parent and school is strengthened. These teams assist in designing, coordinating, implementing and evaluating the grade-level specific academic, career, and social/personal support that the students receive each year.

ADVISORY: During their freshman year, students are assigned to a teacher to serve as their advisor for their high school career. The Advisory groups meet each Wednesday during the school year. The Advisor's role is to assist the students in directing their high school careers to attain their goals. The Advisor may also coordinate activities tailored to the students' goals. Students remain with the same Advisor throughout their four years at Helix and each Advisor's group of Advisees are from the same grade level.

COLLEGE ACCESS COUNSELOR: Helix employs a full-time College Access Counselor who supervises programs intended to ensure students who wish to attend college meet the requirements to do so. Programs such as SPACE provide student support during the summer following graduation to help complete any outstanding requirements to start classes in the fall. The Counselor also oversees Club College, which allows students to access help on applications, financial aid forms, and other necessary items. Helix reviews data collected through the Counselor for ongoing improvement in providing college access to students.

EXTENDED LEARNING (ExL): This course allows 9th grade students to study and complete homework, research projects, and reading necessary for other classes under the supervision of an adult aide. Helix employs approximately 30-40 college-going or college-graduate Academic Coaches who work with the students. Students have the opportunity to practice a variety of learning skills that will be useful in all class settings. Students are expected to maintain a calendar or assignment sheet of all class work.

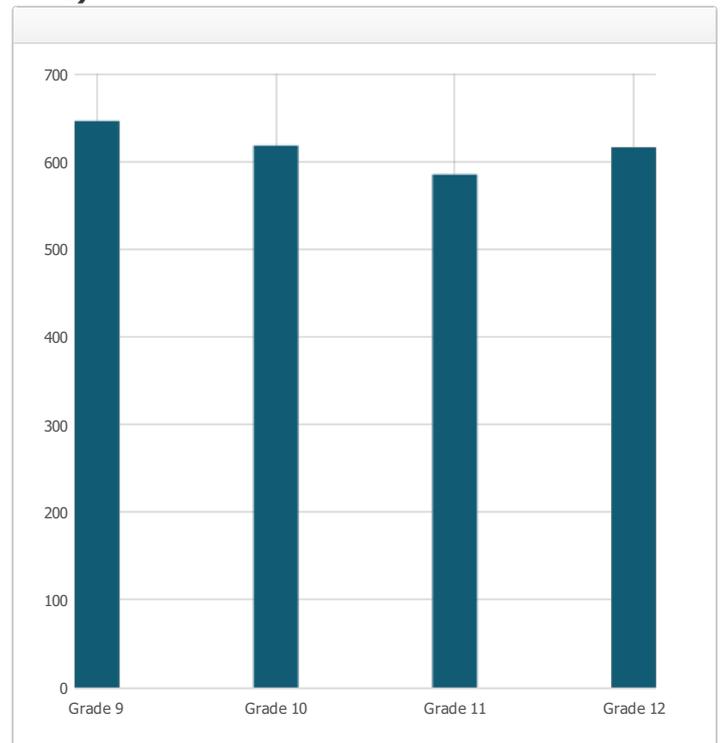
HELIX FIRST PROGRAM: All 9th grade students are enrolled in this literacy improvement class. The class is designed to strengthen the college-going environment on campus; to provide students opportunities for involvement; and, in the long-term, to increase the number of students who graduate from college.

TUTORIALS: There are many opportunities for students to receive additional academic support for their classes. First, each Tuesday and Wednesday, teachers are available to provide individual attention to students needing assistance in any aspect of their coursework. Students can also use the tutorial period to make up exams or missed days in Physical Education classes. Next, each of the departments provides tutorial periods on designated days after school. Upper Grade Tutorial is offered one period per day and is available to all 10-12 graders. It is required for students who are struggling academically. Finally, the library remains open as late as 4:30 pm for students' use and the Computer Lab is available after school.

ASPIRE PROGRAM: Using grant funds, Helix has provided an after school program for the past 10 years. This program provides opportunities for both academic and enrichment activities, overseen by Helix staff. The offerings change on a quarterly basis and vary from activities such as slam poetry and the Architecture, Construction, and Engineering (ACE) club, to academic support in all core areas.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	646
Grade 10	618
Grade 11	585
Grade 12	616
Total Enrollment	2465



Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	14.0 %
American Indian or Alaska Native	0.2 %
Asian	4.6 %
Filipino	1.9 %
Hispanic or Latino	47.7 %
Native Hawaiian or Pacific Islander	1.0 %
White	21.2 %
Two or More Races	8.6 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.3 %
English Learners	7.1 %
Students with Disabilities	8.7 %
Foster Youth	0.2 %

A. Conditions of Learning

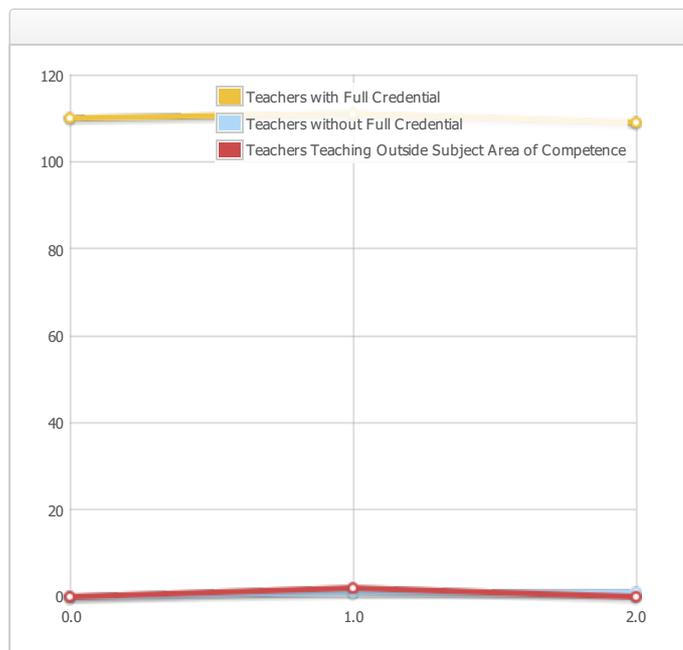
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

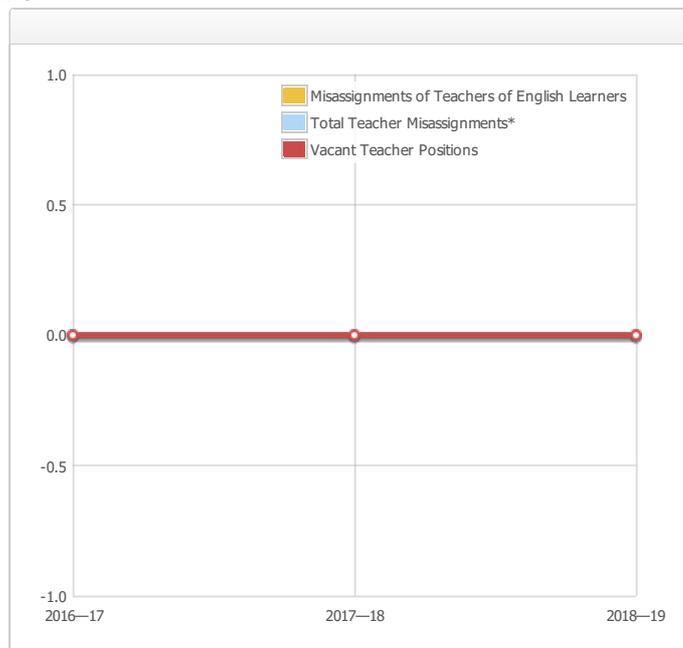
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	110	111	109	745
Without Full Credential	0	1	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	0	9



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>All the Pretty Horses 2001 Beloved 1993 The Collector 1994 Cry the Beloved Country 1995 Ender's Shadow 2007 Enemy Mine 2012 Fahrenheit 451 1990 Hamlet 1987 Huckleberry Finn 2010 Into the Wild 2013 Macbeth 1990 The Odyssey 1987 Parable of the Sower 2010 Romeo n Juliet 1986 The Secret Life of Bees 2010 The Sound and the Fury 1993 The Taming of the Shrew 1987 The Tempest 1987 The Theban Plays 1987 To Kill A Mockingbird 1987 Warriors Don't Cry 2005 Wuthering Heights 1995</p>	Yes	0.0 %
Mathematics	<p>Algebra 1H - Algebra Structure and Method/Dolciani/McDougal 2000 Algebra 1C - Springboard 2014 Geometry 1H - Geometry/Jurgensen/McDougal 2000 Geometry 1C - Springboard 2014 Algebra 2H - Algebra and Trigonometry/Dolciani/McDougal 2000 Algebra 2C- Springboard 2014 Pre-Calculus - Pre-Calculus /Demana/Prentice Hall 2011 Calculus - Calculus: Graphical Numerical Algebraic/ Kennedy/Prentice Hall 2007 A.P. Statistics - The Practice of Statistics/Yates 2015 Algebra 3 - The Practice of Statistics/Yates 2003</p>	Yes	0.0 %
Science	<p>Many of the materials for Science are not textbooks. Most classes use online sources, periodicals, journals, etc. Software is also used for data gathering and analysis (for example, Pasco probeware and software).</p> <p>The actual textbooks used in the department are as follows: Honors Biology - Biology Concept & Connections (Campbell) College Prep Biology - Biology (Miller and Levine) AP Biology - Biology, 8th edition (Campbell) AP Physics - Physics, 8th edition (Cutnell & Johnson) Physics - Conceptual Physics by Hewitt AP Chemistry - Chemistry, 9th edition (Zumdahl & Zumdahl) AP Environmental Science- Living in the Environment (Miller 16th ed Earth - Biozone, Earth and Space Science 2017</p>	Yes	0.0 %
History-Social Science	<p>Geo Info Systems Mapping Our World "AP Human Geography The Cultural Landscape: An introduction to Human Geography, AP Edition 11th Edition 2015 UpFront Magazine: New York Times Month Subscription "PolSci 1C/2C United States Government in Action 6 year subscription " 2016 AP Poli Sci American Government/James Q Wilson/ AP Poli Sci Comparative Politics Today "A World View"/Almond, Dalton/Pearson Longman "Psych 1C Psychology: Thinking about Psychology 2016 "AP PSYC Myers Psychology for AP with 6 year online subscription included" 2016 US History The Americans: Reconstruction to the 21st Century/Danzer, Klor de Alva, et al/McDougal Littell US History History Alive!/Teachers Curriculum Institute 2010 AP US Hist: Alan Brinkley\et al. American History: Connecting with the Past 15th ed. McGraw-Hill Education World History World History: the Modern World/Ellis and Esler/Pearson Prentice Hall 2010 AP Euro -A History of Western Society," 11th edition, Published by Houghton Mifflin, 2014. McKay, et.al 2016</p>	Yes	0.0 %

Foreign Language	Spanish: Descubre Series (Vista Higher Learning) 2017 French: Promenades (Vista Higher Learning) 2017 ASL: Signing Naturally 2017	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	All Visual and Performing Arts courses have sufficient textbooks/materials for all students.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Based on the most recent Facility Inspection Tool (FIT), Helix's facility is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

The renovation of the gym is in progress, which will include heating and air, a remodeled foyer and updated bathrooms. Details of necessary repairs for the campus are noted in the next section.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 1430 - noisy fan
Interior: Interior Surfaces	Good	Room 90 - ceiling tiles stained Room 92 custodial - wall damage at the sink Room 108 custodial - wall damage at the sink; floor damaged at the door Room 160 - ceiling tiles stained Room 500 girls restroom - wall damage in the corridor; corridor ceiling stained Room 537 work room - flooring damage in the middle of the room Room 606 Uniforms - ceiling tile stained Room 945 Costume shop - ceiling tile open Room 1601 - ceiling tiles missing Room 1610 - ceiling tiles stained Gym - ceiling stained Portable restroom - girls' flooring damaged; boys' flooring loose at base and seams Science core lower - ceiling tiles open IEP room - wall damage in the corridor; ceiling tile open Kitchen - wall damage at the west cooler; ceiling tiles missing throughout
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Room 1625 - very strong offensive odor Kitchen - area behind west cooler (exterior door) - excessive bird droppings Mechanical room - excessive bird droppings covering the mechanical equipment (units not operating) Student restroom - large rat snap trap in the corridor; not allowed in schools
Electrical: Electrical	Good	Room 112 bulk storage - electrical panel blocked Room 510 - 2 lights out 700 staff men's restroom - diffuser hanging; very strong sewer odor Room 942 main electrical - no acces door blocked Room 941 data - no access door stuck Room 1140 restroom - boys' light switch cover missing Room 1210 storage - electrical panels blocked Room 1390 custodial - receptacle cover missing Room 1625 - 7 lights out

Room 1630 - 1 light out
 Room 1800 elec lower - exterior electrical receptacle cover missing
 Room 1800 custodial lower - electrical panel blocked; hot water heater electrical cover off -
 exposed wires
 Boys' restroom - 1 light out; switch plate at north vestibule broken
 Gym lobby - light diffusers missing

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	400 boys' restroom - 1 toilet loose, drinking fountain button missing and low flow 1800 girls' restroom - 1 drinking fountain no water, 3 faucets no water 1800 girls' restroom upper - 2 drinking fountains no water, 2 faucets no water 1800 boys' restroom upper - 3 faucets no water 1800 boys' restroom lower - 1 drinking fountain no button Girls' locker room - 1 drinking fountain, no water Girls' restroom - 1 toilet out of order Admin staff restroom - 1 drinking fountain low water Portable restroom - boys' urinal leaking at the wall drain; faucet handle broken
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Safety: Fire Safety, Hazardous Materials	Good	Room 1 - fire extinguisher cabinet handle broken Room 30 - fire extinguisher cabinet blocked Room 110 - fire extinguisher cabinet handle broken Room 140 - fire extinguisher cabinet handle broken Room 180 - fire extinguisher cabinet handle broken Room 270 - fire extinguisher cabinet handle broken Room 1300 - no fire extinguisher no access to equipment room Room 1440 - fire pull station blocked Room 1625 - fire extinguisher missing heavy fire load Elevator machine room - fire extinguisher out of date Science core upper - east fire extinguisher missing Admin data/electrical - pain stored in the high voltage electrical room
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Structural: Structural Damage, Roofs	Good	Gym - roof overhangs deteriorated
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External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room 30 - loud squeak in door Room 240 - door surface deteriorating Room 280 - door surface deteriorating Room 320 - door surface deteriorating Room 1360 - door gasket damaged Room 1450 - ramp surfaces deteriorated Room 1470 - ramp surfaces deteriorated Room 1480 adult - ramp surfaces deteriorated Room 1490 adult - ramp surfaces deteriorated 1600 portable restroom - all doors deteriorated Kitchen - NW doors and frame deteriorated Portable restroom - ramp surfaces deteriorated Stage - west double doors (across from black box room) do not close
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Year and month of the most recent FIT report: June 2018

Overall Rating	Good
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	83.0%	67.0%	64.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	73.0%	38.0%	39.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	565	558	98.76%	82.76%
Male	292	289	98.97%	77.85%
Female	273	269	98.53%	88.06%
Black or African American	64	62	96.88%	78.69%
American Indian or Alaska Native	--	--	--	
Asian	35	35	100.00%	88.57%
Filipino	--	--	--	
Hispanic or Latino	276	274	99.28%	78.83%
Native Hawaiian or Pacific Islander	--	--	--	
White	111	111	100.00%	90.99%
Two or More Races	59	58	98.31%	89.66%
Socioeconomically Disadvantaged	351	344	98.01%	79.59%
English Learners	79	76	96.20%	60.53%
Students with Disabilities	35	35	100.00%	37.14%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	552	97.87%	72.83%
Male	291	288	98.97%	69.44%
Female	273	264	96.70%	76.52%
Black or African American	65	62	95.38%	58.06%
American Indian or Alaska Native	--	--	--	
Asian	35	35	100.00%	88.57%
Filipino	--	--	--	
Hispanic or Latino	275	269	97.82%	67.29%
Native Hawaiian or Pacific Islander	--	--	--	
White	111	110	99.10%	85.45%
Two or More Races	58	57	98.28%	77.19%
Socioeconomically Disadvantaged	350	338	96.57%	68.93%
English Learners	79	76	96.20%	51.32%
Students with Disabilities	35	34	97.14%	41.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

EDGE is Helix Charter High School's 21st Century Career and Technical Education Program. EDGE stands for Explore a potential career interest; Develop leadership skills; Gain experience in intern/externships; and Earn certification and college credits. The program currently focuses on three high need, high skill, and high wage career areas: Sports Medicine, Business Entrepreneurship, and Computer Science Engineering.

A Makers' Space, called the EDGE Lab, in the library offers opportunities for students to create and exercise their entrepreneurial mindset. The Lab offers equipment such as 3D printers and scanners, Raspberry Pie and Arduino for electronics, a t-shirt press, vinyl cutting, and more. This space encourages students to work collaboratively to not only solve problems, but to identify problems around them and develop solutions. The EDGE lab staff is creating modules to incorporate elements of the lab into each of the CTE areas of focus.

A Future Educators program is in early stages and courses will be offered in the fall of 2020.

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	94.6%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	93.5%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.7%	20.1%	25.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

PTSA

The PTSA serves as a link between the parent community and Helix. The executive board is comprised of parent volunteers, staff members and students. The PTSA sponsors many student programs. All parents are eligible to join PTSA and participate in their activities.

Helix Charter Board

The Helix Charter Board is the governing board for the school and is responsible for making policy decisions for the Helix campus. Parents are represented by two Board members elected by parents. There are also community representatives, one elected by staff and one appointed by the Board, who may or may not be a parent. For more information, please contact Mark Demers in the Executive Director's office (ext. 112).

The Helix High School Foundation (HHSF)

The HHSF facilitates fundraising, which promotes growth and improvement of the educational programs and activities at Helix. Funds raised by the HHSF are used to supplement donations from the alumni and community to fund scholarships for our graduating seniors. The Foundation has awarded more than \$300,000 in scholarships since 2005. It also facilitates a Scrip program that allows students to accrue funds to be spent on items purchased from Helix, such as gym clothes, yearbooks, dance bids, etc. All parents and alumni are eligible to join the HHSF and participate in its activities. For more information visit our website at www.helixhighlanders.com or call Judy Kirk at 644-1940 x116.

Senior Defenses and Boards Judging Panels

As part of the Senior Project, a graduation requirement at Helix, all Seniors must participate in Senior Defenses and Senior Boards. Senior Defenses require students to meet with a panel of judges. During Defenses, judges review the materials provided by the student, and discuss the project with the student, assuring they have met all the requirements. The Boards require that the students make a presentation relating to their Senior Project. The students present to a panel of judges who have expertise related to the subject of the Senior Project. The panel of judges is composed of faculty members, parents and other community members. Parents are encouraged to participate as judges in Defenses and Boards that match their areas of expertise. For more information, contact Jennifer Osborn (josborn@helixcharter.net).

Summer conferencing/scheduling

Helix students register for classes over the summer. Students and their parents are required to meet with their counselors. This allows the parents to take an active role in determining their children's educational path through Helix. For more information, contact the Grade Level Principal's office to be directed to the proper grade level team contact.

English Learners Advisory Committee

Parents of students in the English Language Learners program serve on this Committee and provide input into the program. The Committee has regularly scheduled meetings as needed. For more information, contact Elena Smith (ext. 125).

Spring Fling

Each spring, incoming freshmen and their families are invited on campus to register, meet with departments, and explore extra-curricular clubs and sports. For more information, contact the current twelfth-grade level team in the Grade Level Principals' office.

Parent Shadow Day

Twice each year (once per term), parents are invited to attend classes with their child. This provides them to experience "a day in the life" of their child. For more information, contact the Grade Level Principals' office to be directed to the proper grade level team contact.

Family First Thursdays

Each Thursday, families are able to attend a program on campus that addresses a topic of interest. Examples include completing college applications, computer training, study skills, how to talk to your child, etc. For more information, contact Renee Milburn.

Grade Level Parent Information Meetings

Each grade level team conducts meetings as needed to disseminate information regarding colleges, entrance requirements, financial aid, etc. For more information, contact the Grade Level Principals' office to be directed to the proper grade level team contact.

State Priority: Pupil Engagement

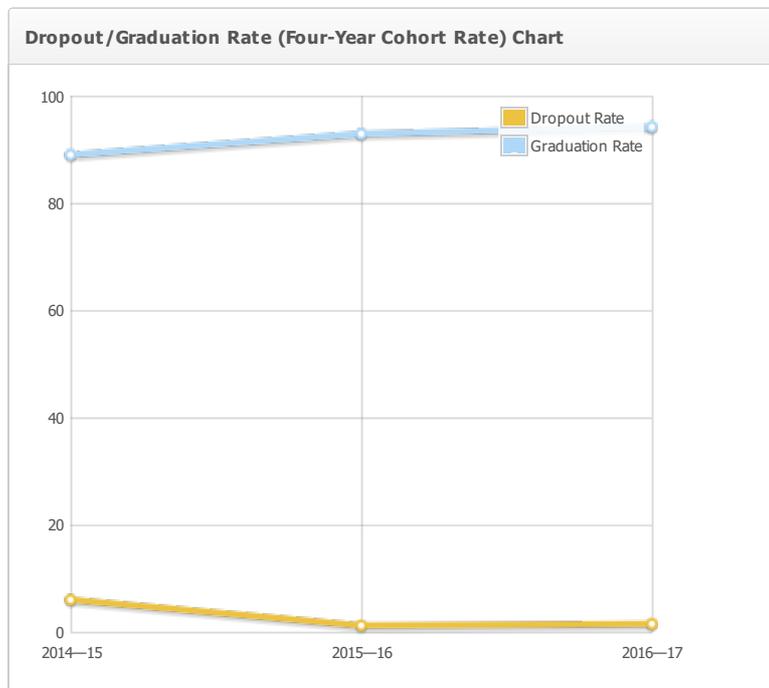
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	6.0%	1.2%	7.8%	7.4%	10.7%	9.7%
Graduation Rate	89.0%	92.9%	83.2%	82.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.5%	6.2%	9.1%
Graduation Rate	94.2%	83.1%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	85.6%	77.6%	88.7%
Black or African American	94.8%	71.4%	82.2%
American Indian or Alaska Native	100.0%	65.7%	82.8%
Asian	82.4%	77.3%	94.9%
Filipino	75.0%	82.1%	93.5%
Hispanic or Latino	85.4%	74.6%	86.5%
Native Hawaiian or Pacific Islander	80.0%	73.1%	88.6%
White	83.0%	80.5%	92.1%
Two or More Races	80.4%	81.2%	91.2%
Socioeconomically Disadvantaged	89.2%	72.7%	88.6%
English Learners	44.1%	45.9%	56.7%
Students with Disabilities	42.0%	40.8%	67.1%
Foster Youth	100.0%	47.4%	74.1%

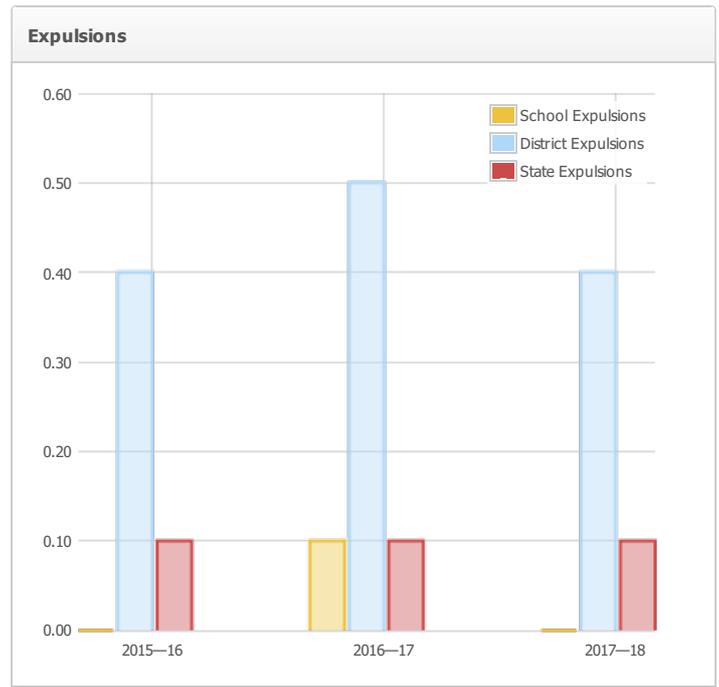
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.8%	2.3%	1.9%	3.9%	4.4%	3.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.4%	0.5%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

SCHOOL SAFETY PLAN:

Helix has a comprehensive safety plan that is presented to faculty/staff each year. A safety training is conducted annually to ensure that everyone on campus is aware of the procedures to follow in case of an emergency (including, but not limited to, earthquake, fire or an incident requiring that the campus be secured for any length of time. The most recent safety plan was presented to staff in August 2018.

RESOURCE OFFICER:

Helix works in conjunction with the La Mesa Police Department to have a School Resource Officer available. This officer is a sworn officer with the department and is available to handle all incidents that may involve criminal activity or present any danger to the students and employees of the school. The School Resource Officer Program has been in effect since July 2000. The program was instituted as a result of the COPS in Schools Grant Program and is intended to improve student attendance and communication with parents and community, while decreasing violence, as well as drug and gang activity on campus. The presence of a School Resource Officer has contributed to a positive, safe campus environment and improved attendance. While the grant funding has ended, Helix still partners with the La Mesa Police Department to provide a School Resource Officer.

IDENTIFICATION BADGES:

All students, faculty and staff are required to wear photo ID badges that are visible at all times. This assists in the identification of individuals who may not belong on campus.

CLOSED CAMPUS:

Helix is a closed campus, meaning all students are required to be on campus during their school hours, including lunch time and passing periods. All visitors are required to check in at the front office for access to the campus.

SCHOOL DISCIPLINE PRACTICES AND POSITIVE LEARNING ENVIRONMENT:

In an effort to promote a positive learning environment, Helix participates in the California Healthy Kids Survey. Helix reported above the state average in areas of caring relationships, high expectations, and meaningful participation. Helix reported higher than the state average in percentage of students who responded positively to the statements "Teachers and other grown-ups at school tell you when you do a good job and believe that you can do a good job." The school's goal of creating a climate of mutual respect continues to show signs of improvement. Helix's programs and practices foster a climate that promotes a positive learning environment.

STUDENT HANDBOOK:

Each student is provided with a Student Handbook that outlines Helix's Behavior Expectations, which includes sections of the California Education Code. The Behavior Code is enforced by teachers and administrators and is part of maintaining order on campus, contributing to a positive learning environment.

Last updated: 1/29/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	25	44	1
Mathematics	24.0	21	33	14
Science	18.0	29	32	2
Social Science	22.0	17	39	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	28	44	3
Mathematics	23.0	18	46	7
Science	21.0	17	35	2
Social Science	20.0	23	36	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	21	42	2
Mathematics	27.0	12	52	6
Science	20.0	20	32	
Social Science	18.0	23	33	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	606.0
Counselor (Social/Behavioral or Career Development)	5.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker	2.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10527.0	\$554.0	\$9973.0	\$83296.0
District	N/A	N/A	\$7623.0	\$81745.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

Helix funds many programs that support and assist students.

Extended Learning Program (ExL): All 9th grade students are enrolled in this tutorial class one period every day. ExL is broken into three blocks of time: 20 minutes SSR, 30 minutes silent individual study/homework, and 43 minutes of quiet collaboration on homework and test preparation with the help of Academic Coaches. Academic Coaches are generally college-going or recent college graduates who are pursuing a career in education. (100-120 students per period; 10-15 Academic Coaches; 12 Students to Academic Coach Ratio)

Helix First Program: All 9th grade students are enrolled in this literacy improvement class. The class is designed to strengthen the college-going environment on campus; to provide students opportunities for involvement; and, in the long-term, to increase the number of students who graduate from college.

Scottie Connect: Self-motivated students that would like extra help on their homework and projects are enrolled in Scottie Connect, which is similar to a study hall setting. Students can access help from Academic Coaches in this setting, as well. (50-80 students; 2 college tutors; 25-40 Students to Tutor Ratio)

Upper Grade Tutorial: Struggling 10th – 12th grade students, or students who would like additional support, are enrolled in the Upper Grade Tutorial program. This program is run just like 9th grade ExL. (20-30 students; 2 Academic Coaches; 10-15 Students to Academic Coach Ratio)

Tuesday/Wednesday Tutorials: Every Tuesday and Wednesday morning, classes start an hour later and teachers are available during that time to assist students in meeting course standards. Some students voluntarily report to tutorial and others are assigned by the teacher.

After-School Learning Labs/Tutorials (ASPIRE): Teachers and/or college tutors assist students in the completion of class homework, projects, papers, and test preparation in English, Math, Science, Social Science, and Foreign Language. Learning labs usually run for 1 to 2 hours.

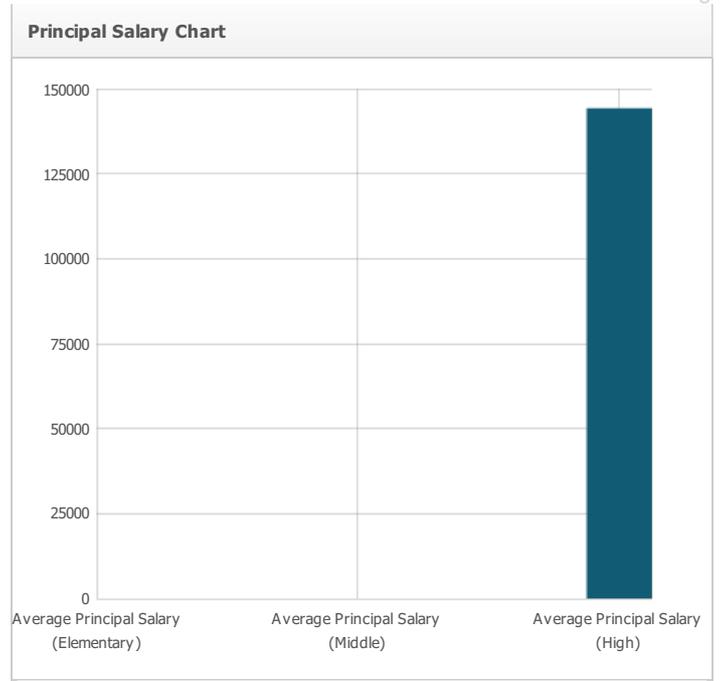
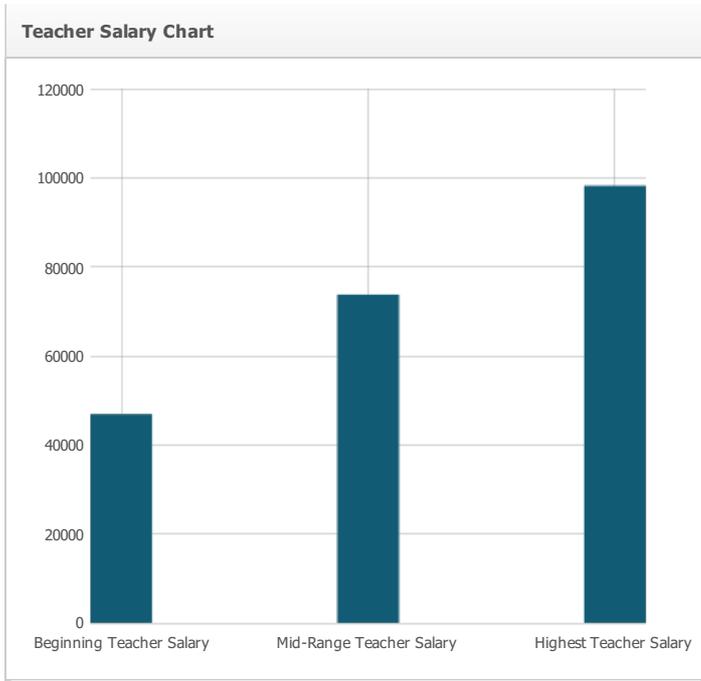
Student Wellness Center: Helix employs two full-time licensed clinical social workers who are available to provide social-emotional support to students. They also supervise interns from the local university who provide support groups for various needs, as assessed by the Wellness Center staff.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,922	\$50,747
Mid-Range Teacher Salary	\$73,740	\$86,127
Highest Teacher Salary	\$98,206	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$144,249	\$150,286
Superintendent Salary	\$250,111	\$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/29/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	5	N/A
Science	3	N/A
Social Science	9	N/A
All Courses	25	21.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2019

Professional Development

Helix offers to its faculty many opportunities for professional development. As was the case in 2016-17 and 2017-18, eight days will be dedicated to Professional Development for 2018-19. The Restructuring/WASC Coordinator works with the Executive Director and Committees to determine needs. Staff development is delivered through Staff Development Days, conferences, inservices, induction program, and instructional rounds. Helix staff and committees remain in constant contact and make themselves available for questions and assistance. This year's Professional Development focuses on restorative practices; technology in the classroom; assessments; awareness and noticing.

In 2012-13, Helix implemented the use of instructional rounds. During this process, staff take turns observing and being observed in their classrooms. Observers discuss various elements of each teacher's instruction strategies and practices as a way of evaluating their own teaching practices. Members of the administration team also participate as observers.

Additionally, each Wednesday afternoon, the faculty attends a meeting. Once a month, this meeting includes a staff development presentation, addressing a topic chosen by a committee of faculty members. The other meetings are used to allow department members to meet or for the Course Level Teams to discuss improving curriculum and instruction in core areas.

Last updated: 2/1/2019

Appendix I

OCT 30 2006

ARTICLES OF INCORPORATION
OF
HELIX HIGH SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Helix High School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Helix High School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Doug Smith, Ed.D.
Helix High School
7323 University Avenue
La Mesa, CA 91941

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 10/27/06



Doug Smith, Ed.D., Incorporator





State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

OCT 30 2006

A handwritten signature in cursive script, appearing to read "Bruce McPherson".

BRUCE McPHERSON
Secretary of State

**BYLAWS
OF
HELIX HIGH SCHOOL**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Helix High School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 7323 University Avenue, La Mesa, California, 91942. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Helix High School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Helix High School Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or shall be distributed to the federal government, or to a state or local government, for a public purpose..

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate

officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be nine (9), unless changed by amendments to these bylaws. The Board's composition shall be as follows:

Staff Member Representatives:

Three (3) Staff Members Representatives elected by a vote of the staff of Helix High School. The composition of the Staff Member Board seats shall be:

- Two (2) certificated Staff Members
- One (1) non- certificated Staff Member

Parent/Community Member Representatives:

Six (6) Parent/Community Member Representatives, none of which may be employees of Helix High School. The composition of the Parent/Community Member Representative Board seats shall be:

- One (1) Parent-Teacher-Student Association (PTSA) Representative.
- Two (2) Parent Representatives.
- Two (2) Community Member Representatives.
- One (1) District Representative. However, if the District elects not to exercise its right to place a representative on the Charter School Board, then there shall be one additional Community Member elected by the current parents/community members of the Board.

Section 4. BOARD ELECTIONS AND APPOINTMENTS. Prospective Board Members

must never have been convicted of a misdemeanor or felony. All terms shall be for three (3) years except where otherwise indicated. An individual may serve no more than two (2) consecutive terms. After serving two (2) consecutive terms, an individual must take one year off before running for election again.

The Board of Directors shall appoint an ad hoc Election Committee made up of the PTSA

representative (unless seeking an elected Parent or Community Representative position), a staff representative and a community representative not up for re-election. This ad hoc committee will plan, oversee and conduct the election process.

Staff Member Elections:

A potential candidate must be an active (i.e., not on leave etc.) employee at the time of the election. A Staff Member Representatives' Board seat shall be declared vacant upon termination of employment with Helix High School. Certificated and classified staff shall each nominate their own representatives for the Board. Each group will decide their own nomination process in writing to be approved by the Board and will make nominations in the first week of February in applicable years. Eligible staff will vote to determine the Staff Member Representatives. The Staff Member Representatives' election shall take place on the Tuesday and Wednesday of the third week of February with results announced no later than Friday of that third week. Eligible staff for purposes of voting for this candidate include all permanent staff members at the time of the vote (substitute, temporary or probationary employees are not eligible to vote).

PTSA Representative:

A PTSA Representative shall serve on the Board of Directors. The PTSA shall determine its own process for selection of a Representative. Qualifications of the Representative shall be consistent with the qualifications, limitations, and restrictions outlined in the Bylaws of Helix Charter High School. Qualified candidates must be current parents or legal guardians of a student at Helix, and may not be current employees of Helix High School. Former employees of Helix High School must be at least five (5) years removed from employment. A PTSA Representative's seat shall be declared vacant in the event that his/her child or ward is no longer enrolled at Helix High School. However, a PTSA Representative may continue to serve on the Board until the expiration of his/her term if his/her child or ward has graduated from Helix High School.

Parent Representative:

Parent Representatives shall be elected at-large by the parents of the current freshman, sophomore, and junior students. The election will take place in February. Qualified candidates must be current parents or legal guardians of a freshman, sophomore, junior student at Helix; or a senior student with a current 8th grade student intending to enroll at Helix. (If elected, parent of 8th grade student's eligibility to continue to serve as a director is contingent upon student enrollment in the fall term.) Qualified candidates may not be current employees of Helix High School. Former employees of Helix High School must be at least five (5) years removed from employment. A Parent Representative's seat shall be declared vacant in the event that his/her child or ward is no longer enrolled at Helix High School. However, a Parent Representative may continue to serve on the Board until the expiration of his/her term if his/her child or ward has graduated from Helix High School.

Community Representatives:

Community Representatives shall be elected by the parents of the current freshman, sophomore, and junior students. The election will take place in February. Qualified candidates must be not be

current employees of Helix High School. Former employees of Helix High School must be at least five (5) years removed from employment.

District Representative:

One (1) District Representative may be appointed by District. However, if the District elects not to exercise its right to place a representative on the Charter School Board, then there shall be one additional Community Member selected by the parents/community members of the Board.. The District shall exercise its right of appointment to this position within a thirty (30) day window of announcement of the availability of a vacancy of this position. If the School District does not appoint a representative during this thirty (30) day window the Parent/Community Member Representatives will appoint a Community Member Representative and the District right of appointment shall occur only on the vacancy of this position or the expiration of the term of this position. The District representative to the Helix Board may not be an employee of the District nor a District Board member. The District Representative must maintain all his/her obligations as a director on the Helix High School Board of Directors (e.g., confidentiality, fiduciary duties etc.).

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. In order to adhere to this bylaw, Directors will sign an affidavit declaring if they are or are not an interested party. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of: (a) the death, resignation, recall, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) termination of employment with Helix High School or resignation from PTSA; and (e) the failure of a Parent Representative director to have a child or ward enrolled at Helix High School program. However, a Parent Representative director whose child or ward has graduated from Helix High School may continue to serve on the Board until the expiration of his/her term.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Parent/Community Member Representatives may appoint a successor to take

office as of the date when the resignation becomes effective. The director appointed to fill the vacancy shall serve the remaining term of the resigning director. This partial term does not count for purposes of the limitation on consecutive Board terms.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS.

Removal of Staff Member Representatives:

Signatures of twenty-five percent (25%) of the eligible voting certificated and classified staff are needed to initiate recall procedures. Within two weeks of receiving the recall petition, the Principal shall oversee a vote of the staff by secret ballot. Staff Member Representatives are recalled by a two thirds (2/3) vote of the certificated and classified staff.

Removal of Parent Representatives:

PTSA President:

In the event it is determined that the PTSA President is not fulfilling the responsibilities of the office as described in the Helix PTSA Bylaws or standing rules, or engages in conduct which the Executive Board of the PTSA determines to be injurious to the organization or its purpose, the Executive Board of the PTSA may be a two thirds (2/3) affirmative vote, take such action as it determines appropriate, which may include: (1) asking for the resignation of the officer; or (2) removing the officer from the Helix Board.

Parent At-Large:

If concerns regarding the Parent At-Large Representative are expressed to the Chairman in writing, its is the responsibility of the Chairman to consider the validity of these concerns and decide whether a recall vote of the Parent At-Large Representative is appropriate. A majority vote of the Board of Directors is needed to authorize a recall election. The Parent At-Large will be recalled by a two thirds (2/3) vote of the parents of current freshman, sophomore and junior students

Removal of Community Member Representatives:

If concerns regarding a Community Member Representative are expressed to the Chairman in writing, then it is the responsibility of the Chairman to consider the validity of these concerns and decide whether removal of the Community Member Representative is appropriate. A two thirds (2/3) vote of the parents of current freshman, sophomore and junior students is needed to remove a Community Member Representative.

Removal of District Representative:

The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 10. FILLING VACANCIES ON THE BOARD OF DIRECTORS. Vacancies

on the Board of Directors shall be filled pursuant to the election or appointment mechanisms (whichever is applicable) set forth in Section 4 and Section 7.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which that charter school is located that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (“Brown Act”), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually in April for the purpose of organization, election of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. The elections of officers, and the Chairman of the Board, shall occur by open nomination.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held monthly at such times and places as may be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each Director at the Director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at

which the meetings of the Directors are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school is located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Helix High School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President (also known as the Executive Director) shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall also be called the Executive Director of the School.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Chief Financial Officer (also known as the Chief Business Officer) shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, employment contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into a contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Helix High School Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in

Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Helix High School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Helix High School, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____,Secretary

Helix Charter High School A California Charter School

BP 0100 formally Policy Statement # 19

CONFLICT OF INTEREST CODE

APPROVED; DECEMBER 15, 2003; **FIRST READING OF EDITS: JANUARY 28, 2019;**

APPROVED FEBRUARY 25, 2019

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Helix Charter High School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Helix Charter High School (“Charter School”), a specifically required by California Government Code Section 87300.

II. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit “A” attached to this policy and incorporated by reference herein.

III. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in Exhibit A.

An investment interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

- A. Initial Statements: All designated employees employed by the Charter School on the effective date of this Code, as originally adopted, promulgated and approved by the Charter School, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a

“designated employee” shall file an Initial Statement within 30 days after the effective date of the amendment.

- B. Governing Board Candidates: Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination intention.
- C. Assuming Office Statements: All persons assuming designated positions after the effective date of the Code shall file statements within 30 days after assuming designated positions.
 - 1. Annual Statements: All designated employees shall file statements no later than June 1.
 - 2. Leaving Office Statements: All persons who leave designated positions shall file statements within 30 days after leaving office.
 - 3. Statements for Persons Who Resign 30 Days After Appointment: Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.
 - 4. Statements Filed With the Charter School: All Statements shall be supplied by the Charter School. All statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

IV. STATEMENTS OF ECONOMIC INTEREST: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- A. Contents of Initial Statements: Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.
- B. Contents of Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.
- C. Contents of Annual Statements: Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee’s first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any

reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

- D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property; and
4. A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars (\$1000), exceeds ten thousand dollars (\$10,000), or exceeds one hundred thousand dollars (\$100,000). This information need not be provided with respect to an interest in real property, which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars (\$1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

1. The name and address of each source of income aggregating \$250 or more in value or \$50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;

2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), or greater than ten thousand dollars (\$10,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was received; and
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity; and
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- A. Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1000) or more.
- B. Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision.

(This category does not include gifts or loans made at regular rates by commercial lending institutions.)

- C. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- D. Any donor of gifts totaling \$250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

VII. MANNER OF DISQUALIFICATION

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director who shall record the employee's disqualification

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

VIII. DEFINITION OF TERMS

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

EXHIBIT A

Designated Positions

Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3).

- A. Members of the Governing Board
- B. Candidates for member of the Governing Board
- C. Executive Director
- D. Grade Level Principal
- E. Office Manager
- F. Manager of School Facilities
- G. Chief Business Official
- H. Director of Data Systems and Information Technology
- I. Consultants ¹
- J. Other Employees ²

Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.

- A. Other Employees ³

Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.

- A. Contractor
- B. Procurement and Receivables Technician
- C. ASB Director
- D. Other Employees ⁴

¹ The Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and based upon that description, a statement of the extent of disclosure requirements. The Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ “Other Employees” include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or subcontractors, which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the charter school. Investments include interest described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the charter school. Investments include the interests described in Category 1.

Appendix J

		Board Approved FY 19-20	Multi Year Projection FY 20-21	Multi Year Projection FY 21-22	Multi Year Projection FY 22-23
	Enrollment (CBEDS)	2425	2450	2450	2450
	ADA (P2)	2345	2345	2345	2345
	Unduplicated (CBEDS)	1341	1408	1408	1408
	Unduplicated %	55.30%	57.47%	57.47%	57.47%
	Unduplicated 3 Year Average	57.88%	56.92%	56.75%	57.47%
Code	Description				
8011	8011 - Charter Schools LCFF/State Aid	\$ 10,864,130	\$ 11,469,383	\$ 12,168,214	\$ 13,133,916
8012	8012 - EPA Revenue Current Year	\$ 2,113,285	\$ 2,032,117	\$ 2,032,117	\$ 2,032,117
8019	8019 - State Aid Prior Years				
8096	8096 - In Lieu Of Property Taxes	\$ 12,390,540	\$ 12,471,708	\$ 12,471,708	\$ 12,471,708
	TOTAL STATE PRINCIPAL APPORTIONMENT	\$ 25,367,955	\$ 25,973,208	\$ 26,672,039	\$ 27,637,741
8285	8285 - Other Federal Revenue - Assets Grant	\$ 256,250	\$ 250,000	\$ 250,000	\$ 250,000
8290	8290 - Every Student Succeeds Act (Titles and Perkins)	\$ 717,426	\$ 987,090	\$ 980,741	\$ 974,487
8550	8550 - Mandated Cost Block Grant (P2)	\$ 109,512	\$ 113,217	\$ 116,382	\$ 120,064
8554	8554 - CTEIG Grant	\$ 186,827	\$ 180,000	\$ 180,000	\$ 180,000
8560	8560 - Lottery (Prior FY Annual x 1.04446)	\$ 499,649	\$ 481,387	\$ 481,387	\$ 481,387
8590	8590 - All Other State Revenue	\$ -	\$ 75,000		
8656	8656 - Rentals Of Bldgs And Fields	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
8660	8660 - Interest	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
8699	8699 - All Other Local	\$ 545,000	\$ 120,000	\$ 120,000	\$ 120,000
	TOTAL All Other Revenue	\$ 2,434,663	\$ 2,326,693	\$ 2,248,510	\$ 2,245,938
	TOTAL REVENUE	\$ 27,802,618	\$ 28,299,901	\$ 28,920,549	\$ 29,883,679
1101	1101 - Contract Teachers' Salaries	\$ 8,987,033	\$ 9,117,345	\$ 9,249,547	\$ 9,383,665
1102	1102 - Substitute Teachers Salaries	\$ 205,000	\$ 205,000	\$ 205,000	\$ 205,000
1103	1103 - Hourly Teacher Salaries - ASPIRE/Summer School	\$ 169,205	\$ 171,658	\$ 174,147	\$ 176,672
1104	1104 - Certificated Coaching Salaries & Stipends	\$ 170,004	\$ 172,469	\$ 174,970	\$ 177,507
1105	1105 - Extended Curricular/Department Chair Stipends	\$ 227,891	\$ 231,195	\$ 234,548	\$ 237,949
1201	1201 - Cert Pupil Support Sal (Counselors & Librarian)	\$ 828,312	\$ 840,322	\$ 852,507	\$ 864,868
1202	1202 - Certificated Pupil Support - Hourly	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
1300	1300 - Cert Supervisors And Administrators' Salaries	\$ 845,889	\$ 862,807	\$ 862,807	\$ 862,807
1902	1902 - Other Cert Sal- Attend Incentive	\$ 23,000	\$ 23,000	\$ 23,000	\$ 23,000
1907	1907 - Curriculum Writing	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
1000	Certificated Salaries	\$ 11,486,334	\$ 11,653,797	\$ 11,806,525	\$ 11,961,468

		Board Approved FY 19-20	Multi Year Projection FY 20-21	Multi Year Projection FY 21-22	Multi Year Projection FY 22-23
2101	2101 - Instructional Aides & Permanent Academic Coaches	\$ 244,047	\$ 248,610	\$ 253,259	\$ 257,995
2102	2102 - Hourly Academic Coaches & ASPIRE Workers	\$ 707,948	\$ 715,027	\$ 722,177	\$ 729,399
2105	2105 - Athletic Coaches (Football etc) - Classified	\$ 233,506	\$ 237,873	\$ 242,321	\$ 246,852
2201	2201 - Nurse, Registrar, Academic Adv & Technology Salaries	\$ 790,374	\$ 805,154	\$ 820,210	\$ 835,548
2202	2202 - Classified Support Salaries - Hourly	\$ 59,306	\$ 59,306	\$ 59,306	\$ 59,306
2204	2204 - Classified Support Salaries - Substitute				
2300	2300 - Classified Supervisors' And Administrators' Salaries	\$ 609,486	\$ 616,800	\$ 616,800	\$ 616,800
2401	2401 - Clerical Salaries	\$ 833,008	\$ 848,585	\$ 864,454	\$ 880,619
2402	2402 - Clerical Hourly	\$ 10,918	\$ 11,122	\$ 11,330	\$ 11,542
2403	2403 - Bilingual	\$ 6,800	\$ 6,800	\$ 6,800	\$ 6,800
2404	2404 - Clerical/Tech/Office Salaries - substitutes				
2901	2901 - Custodian, Grounds & Campus Supervisors Salaries	\$ 1,306,316	\$ 1,330,744	\$ 1,355,629	\$ 1,380,979
2902	2902 - Other Classified Salaries - (Hourly & Atten. Incentive)	\$ 13,243	\$ 13,491	\$ 13,743	\$ 14,000
2904	2904 - Other Classified Salaries - Substitutes				
2910	2910 - Other Classified Salary - Overtime	\$ 77,806	\$ 79,261	\$ 80,743	\$ 82,253
2000	Classified Salaries	\$ 4,892,757	\$ 4,972,772	\$ 5,046,772	\$ 5,122,094
3101	3101 - STRS - Certificated	\$ 1,704,958	\$ 1,861,176	\$ 1,857,378	\$ 1,884,310
3102	3102 - STRS - Classified	\$ 3,210	\$ 3,519	\$ 3,526	\$ 3,592
3201	3201 - PERS - Certificated	\$ 34,936	\$ 40,796	\$ 44,852	\$ 46,982
3202	3202 - PERS - Classified	\$ 703,946	\$ 822,031	\$ 903,752	\$ 946,673
3301	3301 - OASDI/Medicare - Certificated	\$ 188,156	\$ 168,980	\$ 171,195	\$ 173,441
3302	3302 - OASDI/Medicare - Classified	\$ 342,499	\$ 380,417	\$ 386,078	\$ 391,840
3401	3401 - Health & Welfare Benefits/Medical - Certificated	\$ 897,589	\$ 942,468	\$ 989,591	\$ 1,039,071
3402	3402 - Health & Welfare Benefits/Medical - Classified	\$ 457,638	\$ 480,520	\$ 504,546	\$ 529,774
3411	3411 - Health & Welfare/Dental/Vision	\$ 593,250	\$ 622,913	\$ 638,485	\$ 654,447
3501	3501 - State Unemployment Insurance - Certificated	\$ 5,456	\$ 5,827	\$ 5,903	\$ 5,981
3502	3502 - State Unemployment Insurance - Classified	\$ 2,445	\$ 2,486	\$ 2,523	\$ 2,561
3601	3601 - Workers' Compensation Insurance - Certificated	\$ 119,299	\$ 111,876	\$ 113,343	\$ 114,830
3602	3602 - Workers' Compensation Insurance - Classified	\$ 55,115	\$ 47,739	\$ 48,449	\$ 49,172
3701	3701 - Retiree Benefits - Certificated	\$ 31,500	\$ 32,288	\$ 33,902	\$ 35,597
3702	3702 - Retiree Benefits - Classified	\$ 15,750	\$ 16,144	\$ 16,951	\$ 17,798
3000	Employee Benefits	\$ 5,155,747	\$ 5,539,179	\$ 5,720,475	\$ 5,896,070
4100	4100 - Approved Instructional Materials	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
4200	4200 - Books And Other Reference Materials - Library	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
4300	4300 - Materials And Supplies under \$500	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000

		Board Approved FY 19-20	Multi Year Projection FY 20-21	Multi Year Projection FY 21-22	Multi Year Projection FY 22-23
4301	4301 - Supplies/Site Designated - Duplicating Office Purch	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000
4302	4302 - Supplies/Site Designated (Misc Office Purchases)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
4303	4303 - Supplies/Site Designated (Misc Tech Repairs etc)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
4304	4304 - Uniforms (Athletic etc)	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
4305	4305 - Chromebook Purchases	\$ 191,000	\$ 191,000	\$ 196,768	\$ 202,927
4307	4307 - Instructional Software Departmental under \$500	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
4309	4309 - Supplies Custodial	\$ 100,000	\$ 103,330	\$ 106,575	\$ 109,910
4310	4310 - Supplies Maintenance	\$ 90,000	\$ 92,997	\$ 95,917	\$ 98,919
4312	4312 - Supplies Grounds	\$ 38,000	\$ 39,265	\$ 40,498	\$ 41,766
4360	4360 - Donations				
4369	4369 - Technology Licenses and Fees	\$ 117,300	\$ 115,000	\$ 115,000	\$ 115,000
4400	4400 - Noncapitalized Equipment Over \$500	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
4407	4407 - Noncapitalized Software Over \$500	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
4000	Books and Supplies	\$ 1,066,300	\$ 1,071,592	\$ 1,084,758	\$ 1,198,523
5210	5210 - Travel And Conferences Admin (PD)	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
5211	5211 - Certificated Schoolwide PD	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
5212	5212 - Certificated PD Requests	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
5213	5213 - Classified PD	\$ 43,625	\$ 15,000	\$ 15,000	\$ 15,000
5214	5214 - Grant Related PD	\$ 25,455	\$ 25,455	\$ 25,455	\$ 25,455
5220	5220 - Schoolwide Student Travel	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000
5221	5221 - Discretionary Student Travel	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
5222	5222 - Curricular Approved Student Travel	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
5300	5300 - Dues And Membership	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
5310	5310 - Fees and Permits	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
5450	5450 - Other Insurance	\$ 120,831	\$ 124,855	\$ 127,352	\$ 129,899
5503	5503 - Water & Sewer	\$ 163,200	\$ 168,635	\$ 172,007	\$ 175,447
5505	5505 - Gas , Electric & Solar	\$ 370,015	\$ 427,450	\$ 435,999	\$ 444,719
5509	5509 - Trash	\$ 20,298	\$ 20,704	\$ 21,118	\$ 21,540
5600	5600 - Rentals, Leases, Non Cap. Improvements	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000
5601	5601 - Maintenance Contracts	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
5605	5605 - Repairs (Vend Out)	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
5700	5700 - Print Shop	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
5705	5705 - District Vehicles	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
5715	5715 - Field Trips & Shuttles	\$ -	\$ -	\$ -	\$ -
5730	5730 - GUHSD Buy Back	\$ 878,263	\$ 896,421	\$ 917,386	\$ 946,357
5730	5730 - GUHSD Buy Back-Special Ed Component	\$ 2,267,621	\$ 2,312,973	\$ 2,359,233	\$ 2,406,418

		Board Approved FY 19-20	Multi Year Projection FY 20-21	Multi Year Projection FY 21-22	Multi Year Projection FY 22-23
5731	5731 - Prop 39 District Expense	\$ -	\$ -	\$ -	\$ -
5800	5800 - Professional/Consulting Svcs (Instructure (Canvas) Turnitin etc)	\$ 292,376	\$ 292,376	\$ 292,376	\$ 292,376
5802	5802 - Curriculum Development	\$ -	\$ -	\$ -	\$ -
5807	5807 - Tech Maintenance	\$ 49,994	\$ 49,994	\$ 50,994	\$ 52,014
5810	5810 - Legal Counsel	\$ 15,000	\$ 20,000	\$ 20,000	\$ 20,000
5850	5850 - Fingerprints and Xrays	\$ 100	\$ 100	\$ 100	\$ 100
5870	5870 - Security Guards	\$ -	\$ -	\$ -	\$ -
5900	5900 - Communications (Blackboard, Cox, ATT etc)	\$ 41,000	\$ 41,820	\$ 42,656	\$ 43,510
5000	Services & Other Operating Expenses	\$ 4,760,778	\$ 4,868,782	\$ 4,952,676	\$ 5,045,834
6100	6100 - Site & Land Improvements	\$ 425,000	\$ -	\$ 100,000	\$ 400,000
6400	6400 - Capitalized Equipment Over \$5,000	\$ -	\$ -	\$ -	\$ -
6401	6401 - Capitalized Computer Equipment Over \$5,000	\$ -	\$ -	\$ -	\$ -
6407	6407 - Software Over \$5,000 (Achieve 3000)	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay	\$ 425,000	\$ -	\$ 100,000	\$ 400,000
7000	7000 - Other Outgo (Misc Expense)	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES		\$ 27,786,916	\$ 28,106,124	\$ 28,711,207	\$ 29,623,989
Net Income/(Deficit) before Depreciation		\$ 15,702	\$ 193,778	\$ 209,343	\$ 259,690
Depreciable Replaceable Assets (Object 6900)		\$ 192,950	\$ 192,950	\$ 192,950	\$ 192,950
Net Income/(Deficit) After Depreciation		\$ (177,248)	\$ 828	\$ 16,393	\$ 66,740
Fund Balance/Net Position					
Beginning Balance as of July 1 (Unaudited)		\$ 8,914,994	\$ 8,930,696	\$ 9,124,474	\$ 9,333,817
Audit Adjustment/Restatement		\$ -	\$ -	\$ -	\$ -
Net Increase (Decrease) In Fund Balance		\$ 15,702	\$ 193,778	\$ 209,343	\$ 259,690
Ending Balance June 30		\$ 8,930,696	\$ 9,124,474	\$ 9,333,817	\$ 9,593,507

Multi-Year Projection Budget Assumptions					
Enrollment & ADA					
	2019-20	2020-21	2021-22	2022-23	Notes
Enrollment	2425	2450	2450	2450	Enrollment projected as flat from 2018-19 to 2019-20. We are experiencing higher student retention from 11th grade to 12th grade resulting overall enrollment growth by 25 students starting in 2020-21
ADA	2345	2345	2345	2345	Our budget is built on a flat ADA count of 2345 for each year. This is a conservative approach until we have more data on the impact of increased enrollment at the 12th grade level
Unduplicated Count	1341	1408	1408	1408	For the 2019-20 school year we anticipated a 4.75% drop in the number of Unduplicated students as result of 18-19 unduplicated pupils who graduated. When we certify Fall 1 for 2019-20 we are projecting 1403. In 2020-21 and beyond we expect to maintain at 1408.
Revenue					
	2019-20	2020-21	2021-22	2022-23	Notes
LCFF Revenue COLA	3.26%	3.00%	2.80%	3.16%	Source SSC Dartboard & LCFF Calculator v20.2c
Mandated Block Grant	\$ 46.87	\$ 48.28	\$ 49.63	\$ 51.20	Source SSC Dartboard
CTEIG Grant	Actual	\$180,000	\$180,000	\$180,000	Assumes continuation of CTEIG Grant through 22-23
Lottery Revenue	\$ 207.00	\$ 207.00	\$ 207.00	\$ 207.00	Source SSC Dartboard
Salaries and Benefits					
	2019-20	2020-21	2021-22	2022-23	Notes
Certificated Step & Column	1.45%	1.45%	1.45%	1.45%	Based on analysis of current employees and historical step/column movement
Classified Step & Column	1.87%	1.87%	1.87%	1.87%	Based on analysis of current employees and historical step/column movement
Admin Step & Column	Actual	Actual	Actual	Actual	With so few administrators actual movement was used when applicable.
CalPERS Employer Rate	19.72%	22.70%	24.60%	25.40%	Source SSC Dartboard
CalSTRS Employer Rate	17.10%	18.40%	18.10%	18.10%	Source SSC Dartboard
Health Benefits	5.00%	5.00%	5.00%	5.00%	Based on historical changes, current negotiations, and plan design a 5% flat increase is expected annually
Dental & Vision	5.00%	2.50%	2.50%	2.50%	Based on plan design and usage a 5% increase in 2019-20 with 2.5% increase in out years.
Expenses					
	2019-20	2020-21	2021-22	2022-23	Notes
Conferences, PD, Travel	0.00%	0.00%	0.00%	0.00%	Flat annual contribution
Student Related Supplies	0.00%	0.00%	0.00%	0.00%	Flat annual contribution
Chromebooks	0.00%	0.00%	3.04%	3.12%	Flat 20-21 and California CPI from SSC Dartboard for 2021-22 and 2022-23
Facilities Related Supplies	0.00%	3.33%	3.02%	3.13%	Based on prior year California CPI from SSC Dartboard
Other Insurance	0.00%	3.33%	3.02%	3.13%	Based on prior year California CPI from SSC Dartboard
Utilities	2.00%	3.33%	2.00%	2.00%	Based on mix of prior year California CPI and annual 2% rate increase
GUHSD Buyback/Oversight	Actual	Actual	Actual	Actual	Based on 3% of LCFF Revenue + other Buyback services
GUHSD Special Education	0.00%	2.00%	2.00%	2.00%	Based on 2% annual increase
Capital Expenditures	Actual	Actual	Actual	Actual	Based on anticipated actual expenditures

CASH FLOW PROJECTION															
FY 2019-20															
	OBJECT	APPROVED Budget	JUL Projected	AUG Projected	SEPT Projected	OCT Projected	NOV Projected	DEC Projected	JAN Projected	FEB Projected	MAR Projected	APR Projected	MAY Projected	JUNE Projected	ACCRUAL Year End
BEGINNING CASH	9110		\$ 6,558,471	\$ 7,111,107	\$ 5,797,021	\$ 6,764,185	\$ 6,623,795	\$ 6,699,973	\$ 7,071,723	\$ 6,682,685	\$ 6,602,950	\$ 7,084,127	\$ 6,556,147	\$ 6,101,503	
RECEIPTS															
LCFF:															
State Aid	8011	\$10,864,130	543,207	543,207	977,772	977,772	977,772	977,772	977,772	977,772	977,772	977,772	977,772	977,772	
Prior Year State Aid Adjustments	8019														
In Lieu Property Taxes	8096	\$12,390,540		743,432	1,486,865	991,243	991,243	991,243	991,243	991,243	1,734,676	867,338	867,338	867,338	\$ 867,338
EPA Funds	8012	\$ 2,113,285			528,321			528,321			528,321			528,321	
Federal Revenues	8100-8299	\$ 973,676					146,051	125,000	301,839	48,684	107,104	29,210	25,000	19,474	\$ 171,313
State Revenues	8300-8599	\$ 795,987						121,737	163,563			174,338	-	179,365	\$ 156,985
Local Revenues	8600-8799	\$ 665,000		66,500	33,250	16,625	8,313	29,925	16,625	6,650	6,650	33,250	133,000	289,213	\$ 25,000
TOTAL RECEIPTS		\$27,802,618	543,207	1,353,139	3,026,208	1,985,640	2,123,379	2,773,998	2,451,042	2,024,349	3,354,523	2,081,907	2,003,110	2,861,482	\$ 1,220,636
EXPENDITURES															
Salaries and Benefits	1000-3999	\$21,534,837	430,697	1,929,521	1,839,075	1,765,857	1,765,857	1,886,452	1,877,838	1,864,917	2,170,712	1,765,857	1,895,066	2,342,990	
Other Operating Expenses	4000-7999	\$ 6,252,078	187,562	937,812	243,831	506,418	281,344	515,796	1,110,374	206,319	450,150	844,031	562,687	105,755	\$ 300,000
Prior Period Adjustment															
TOTAL EXPENDITURES		\$27,786,916	618,259	2,867,333	2,082,906	2,272,275	2,047,200	2,402,248	2,988,212	2,071,236	2,620,861	2,609,887	2,457,753	2,448,745	\$ 300,000
CASH NET INCR/(DECR)		\$ 15,702	(75,053)	(1,514,194)	943,302	(286,635)	76,179	371,750	(389,038)	(147,735)	481,177	(527,980)	(454,643)	412,736	
PRIOR YEAR TRANSACTIONS															
Accounts Receivable	9200	\$ 1,524,906	1,086,691	200,108	23,862	146,245				68,000					-
Accounts Payable	9500s	\$ 459,002	\$ 459,002												0
TOTAL PRIOR YEAR TRANS		\$ 1,065,904	627,689	200,108	23,862	146,245	-	-	-	68,000	-	-	-	(0)	
NET INCREASE/DECREASE			552,636	(1,314,086)	967,164	(140,390)	76,179	371,750	(389,038)	(79,735)	481,177	(527,980)	(454,643)	412,736	
ENDING CASH BALANCE			\$ 7,111,107	\$ 5,797,021	\$ 6,764,185	\$ 6,623,795	\$ 6,699,973	\$ 7,071,723	\$ 6,682,685	\$ 6,602,950	\$ 7,084,127	\$ 6,556,147	\$ 6,101,503	\$ 6,514,240	

CASH FLOW PROJECTION															
FY 2021-22															
	OBJECT	PROPOSED Budget	JUL Projected	AUG Projected	SEPT Projected	OCT Projected	NOV Projected	DEC Projected	JAN Projected	FEB Projected	MAR Projected	APR Projected	MAY Projected	JUNE Projected	ACCRUAL Year End
BEGINNING CASH	9110		\$ 6,033,848	\$ 6,943,351	\$ 5,580,947	\$ 6,549,422	\$ 6,288,316	\$ 6,441,569	\$ 6,816,211	\$ 6,427,172	\$ 6,347,438	\$ 6,828,614	\$ 6,340,430	\$ 5,842,728	
RECEIPTS															
LCFF:															
State Aid	8011	\$12,168,214	608,411	608,411	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	1,095,139	
Prior Year State Aid Adjustments	8019														
In Lieu Property Taxes	8096	\$12,471,708		748,302	1,496,605	997,737	997,737	997,737	997,737	997,737	1,746,039	873,020	873,020	873,020	\$ 873,020
EPA Funds	8012	\$ 2,032,117			508,029			508,029			508,029			508,029	
Federal Revenues	8100-8299	\$ 1,230,741					184,611	125,000	381,530	61,537	135,382	36,922	25,000	24,615	\$ 256,145
State Revenues	8300-8599	\$ 777,769						121,737	163,563			174,338	-	179,365	\$ 138,767
Local Revenues	8600-8799	\$ 240,000		24,000	12,000	6,000	3,000	10,800	6,000	2,400	2,400	12,000	48,000	88,400	\$ 25,000
TOTAL RECEIPTS		\$28,920,549	608,411	1,380,713	3,111,773	2,098,876	2,280,487	2,858,442	2,643,969	2,156,813	3,486,989	2,191,419	2,041,159	2,768,568	\$ 1,292,931
EXPENDITURES															
Salaries and Benefits	1000-3999	\$22,573,773	451,475	2,022,610	1,927,800	1,851,049	1,851,049	1,977,462	1,968,433	1,954,889	2,275,436	1,851,049	1,986,492	2,456,026	
Other Operating Expenses	4000-7999	\$ 6,137,434	184,123	920,615	239,360	497,132	276,185	506,338	1,104,738	202,535	441,895	828,554	552,369	233,590	\$ 150,000
Prior Period Adjustment															
TOTAL EXPENDITURES		\$28,711,207	635,598	2,943,225	2,167,160	2,348,182	2,127,234	2,483,801	3,073,171	2,157,424	2,717,332	2,679,603	2,538,861	2,689,616	\$ 150,000
CASH NET INCR/(DECR)		\$ 209,343	(27,188)	(1,562,512)	944,613	(249,306)	153,253	374,641	(389,038)	(147,735)	481,177	(488,184)	(497,702)	78,952	
PRIOR YEAR TRANSACTIONS															
Accounts Receivable	9200	\$ 1,366,860	1,086,691	200,108	23,862	(11,801)				68,000					-
Accounts Payable	9500s	\$ 150,000	\$ 150,000												-
TOTAL PRIOR YEAR TRANS		\$ 1,216,860	936,691	200,108	23,862	(11,801)	-	-	-	68,000	-	-	-	-	-
NET INCREASE/DECREASE			909,503	(1,362,404)	968,475	(261,106)	153,253	374,641	(389,038)	(79,735)	481,177	(488,184)	(497,702)	78,952	
ENDING CASH BALANCE			\$ 6,943,351	\$ 5,580,947	\$ 6,549,422	\$ 6,288,316	\$ 6,441,569	\$ 6,816,211	\$ 6,427,172	\$ 6,347,438	\$ 6,828,614	\$ 6,340,430	\$ 5,842,728	\$ 5,921,679	

CASH FLOW PROJECTION															
FY 2020-21															
	OBJECT	PROPOSED Budget	JUL Projected	AUG Projected	SEPT Projected	OCT Projected	NOV Projected	DEC Projected	JAN Projected	FEB Projected	MAR Projected	APR Projected	MAY Projected	JUNE Projected	ACCRUAL Year End
BEGINNING CASH	9110		\$ 6,514,240	\$ 7,252,874	\$ 5,921,646	\$ 6,869,757	\$ 6,448,951	\$ 6,582,587	\$ 6,946,334	\$ 6,557,296	\$ 6,477,561	\$ 6,958,738	\$ 6,467,910	\$ 5,960,955	
RECEIPTS															
LCFF:															
State Aid	8011	\$11,469,383	573,469	573,469	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	1,032,244	
Prior Year State Aid Adjustments	8019														
In Lieu Property Taxes	8096	\$12,471,708		748,302	1,496,605	997,737	997,737	997,737	997,737	997,737	1,746,039	873,020	873,020	873,020	\$ 873,020
EPA Funds	8012	\$ 2,032,117			508,029			508,029			508,029			508,029	
Federal Revenues	8100-8299	\$ 1,237,090					185,563	125,000	383,498	61,854	136,080	37,113	25,000	24,742	\$ 258,240
State Revenues	8300-8599	\$ 849,603						121,737	163,563			174,338	-	179,365	\$ 210,601
Local Revenues	8600-8799	\$ 240,000		24,000	12,000	6,000	3,000	10,800	6,000	2,400	2,400	12,000	48,000	88,400	\$ 25,000
TOTAL RECEIPTS		\$28,299,901	573,469	1,345,772	3,048,879	2,035,981	2,218,545	2,795,547	2,583,042	2,094,236	3,424,793	2,128,714	1,978,264	2,705,800	\$ 1,366,860
EXPENDITURES															
Salaries and Benefits	1000-3999	\$22,165,749	443,315	1,986,051	1,892,955	1,817,591	1,817,591	1,941,720	1,932,853	1,919,554	2,234,307	1,817,591	1,950,586	2,411,633	
Other Operating Expenses	4000-7999	\$ 5,940,375	178,211	891,056	231,675	481,170	267,317	490,081	1,069,267	196,032	427,707	801,951	534,634	221,273.42	\$ 150,000
Prior Period Adjustment															
TOTAL EXPENDITURES		\$28,106,124	621,526	2,877,107	2,124,630	2,298,762	2,084,908	2,431,801	3,002,121	2,115,586	2,662,014	2,619,542	2,485,220	2,632,907	\$ 150,000
CASH NET INCR/(DECR)		\$ 193,778	(48,057)	(1,531,336)	924,249	(262,781)	133,636	363,747	(389,038)	(147,735)	481,177	(490,828)	(506,956)	72,893	
PRIOR YEAR TRANSACTIONS															
Accounts Receivable	9200	\$ 1,220,636	1,086,691	200,108	23,862	(158,025)				68,000					-
Accounts Payable	9500s	\$ 300,000	\$ 300,000												-
TOTAL PRIOR YEAR TRANS		\$ 920,636	786,691	200,108	23,862	(158,025)	-	-	-	68,000	-	-	-	-	-
NET INCREASE/DECREASE			738,634	(1,331,228)	948,111	(420,806)	133,636	363,747	(389,038)	(79,735)	481,177	(490,828)	(506,956)	72,893	
ENDING CASH BALANCE			\$ 7,252,874	\$ 5,921,646	\$ 6,869,757	\$ 6,448,951	\$ 6,582,587	\$ 6,946,334	\$ 6,557,296	\$ 6,477,561	\$ 6,958,738	\$ 6,467,910	\$ 5,960,955	\$ 6,033,848	

CASH FLOW PROJECTION															
FY 2022-23															
	OBJECT	PROPOSED Budget	JUL Projected	AUG Projected	SEPT Projected	OCT Projected	NOV Projected	DEC Projected	JAN Projected	FEB Projected	MAR Projected	APR Projected	MAY Projected	JUNE Projected	ACCRUAL Year End
BEGINNING CASH	9110		\$ 5,921,679	\$ 6,856,143	\$ 5,429,621	\$ 6,430,579	\$ 6,108,115	\$ 6,291,251	\$ 6,675,431	\$ 6,286,393	\$ 6,206,658	\$ 6,687,835	\$ 6,184,661	\$ 5,692,534	
RECEIPTS															
LCFF:															
State Aid	8011	\$13,133,916	656,696	656,696	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	1,182,052	
Prior Year State Aid Adjustments	8019														
In Lieu Property Taxes	8096	\$12,471,708		748,302	1,496,605	997,737	997,737	997,737	997,737	997,737	1,746,039	873,020	873,020	873,020	\$ 873,020
EPA Funds	8012	\$ 2,032,117			508,029			508,029			508,029			508,029	
Federal Revenues	8100-8299	\$ 1,224,487					183,673	125,000	379,591	61,224	134,694	36,735	25,000	24,490	\$ 254,081
State Revenues	8300-8599	\$ 781,451						121,737	183,563			174,338	-	179,365	\$ 142,448
Local Revenues	8600-8799	\$ 240,000		24,000	12,000	6,000	3,000	10,800	6,000	2,400	2,400	12,000	48,000	88,400	\$ 25,000
TOTAL RECEIPTS		\$29,883,679	656,696	1,428,998	3,198,687	2,185,789	2,366,462	2,945,355	2,728,943	2,243,413	3,573,214	2,278,144	2,128,072	2,855,356	\$ 1,294,549
EXPENDITURES															
Salaries and Benefits	1000-3999	\$22,979,632	459,593	2,058,975	1,962,461	1,884,330	1,884,330	2,013,016	2,003,824	1,990,036	2,316,347	1,884,330	2,022,208	2,500,184	
Other Operating Expenses	4000-7999	\$ 6,644,357	199,331	996,654	259,130	538,193	298,996	548,159	1,195,984	219,264	478,394	896,988	597,992	265,272	\$ 150,000
Prior Period Adjustment															
TOTAL EXPENDITURES		\$29,623,989	658,923	3,055,629	2,221,590	2,422,523	2,183,326	2,561,175	3,199,808	2,209,300	2,794,741	2,781,318	2,620,200	2,765,456	\$ 150,000
CASH NET INCR/(DECR)		\$ 259,690	(2,228)	(1,626,630)	977,096	(236,734)	183,136	384,180	(389,038)	(147,735)	481,177	(503,174)	(492,128)	89,900	
PRIOR YEAR TRANSACTIONS															
Accounts Receivable	9200	\$ 1,292,931	1,086,691	200,108	23,862	(85,730)				68,000					-
Accounts Payable	9500s	\$ 150,000	\$ 150,000												-
TOTAL PRIOR YEAR TRANS		\$ 1,142,931	936,691	200,108	23,862	(85,730)	-	-	-	68,000	-	-	-	-	-
NET INCREASE/DECREASE			934,463	(1,426,522)	1,000,958	(322,464)	183,136	384,180	(389,038)	(79,735)	481,177	(503,174)	(492,128)	89,900	
ENDING CASH BALANCE			\$ 6,856,143	\$ 5,429,621	\$ 6,430,579	\$ 6,108,115	\$ 6,291,251	\$ 6,675,431	\$ 6,286,393	\$ 6,206,658	\$ 6,687,835	\$ 6,184,661	\$ 5,692,534	\$ 5,782,433	

**CHARTER SCHOOL BUDGET AND INTERIM REPORT
DISTRICT REVIEW**

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

Review Period:	<i>Type "x" to check the box</i>		Received Yes or No
Adopted Budget (7/1)	<input checked="" type="checkbox"/>	LCFF Projections?	Yes
First Interim (10/31)	<input type="checkbox"/>	Attendance Projections?	Yes
Second Interim (01/31)	<input type="checkbox"/>	Multi-Year Projections?	Yes
		Assumptions?	Yes
		Cash Flow (Interims & Budget)	Yes
		Debt Schedule	N/A

OVERALL Analysis:
Type "x" to check the box

Approved - Letter to Charter School attached showing approved

Qualified/Negative - Letter to Charter School attached showing significant concerns and remedies *(if checked please outline concerns in boxes below)*

Areas of Concern for District Oversight Action	Actions Taken
1	
2	
3	
4	
5	
6	
7	

Review Completed By:

Title:

Date:

Contact Phone:

Contact Email:

Submit Review Summary and Review Detail with Charter School Reports to District Financial Services

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

Complete Blue Sections ONLY, all others are calculations based on data entered in blue boxes.

ADA PROJECTION

Historical and Source DATA							
	ADA	ADA Growth	Enrollment	Enrollment Growth	Ratio		
2015/16	2,357.12		2,475.00				
2016/17	2,417.16	60.04	2,511.00	36.00	1.43%	96.26%	
2017/18	2,363.85	(53.31)	2,465.00	(46.00)	-1.87%	95.90%	
2018/19	2,342.03	(21.82)	2,428.00	(37.00)	-1.52%	96.46%	
2019/20	2,345.00	2.97	2,425.00	(3.00)	-0.12%	96.70%	
2020/21	2,345.00	0.00	2,450.00	25.00	1.02%	95.71%	
2021/22	2,345.00	0.00	2,450.00	0.00	0.00%	95.71%	
	3 year average	0.04%			0.30%	96.04%	

2019-20 Reasonable?	Yes	3 Year Average ADA Test	
Budget Year 2018-19	ADA	EST CBEDS	Comments:
1. % of Growth over Prior Year	0.13%	-0.12%	Budgeted enrollment for 19-20 is 2425, CBEDS Enrollment is anticipated at 2451. Conservatively ADA will remain projected at 2345. A revised budget will be approved at the November Board Meeting
2. Growth is >= 3 year Average	Meets	Not Met	
3. Total Projected Charter ADA/Enroll	2,345.00	2,425.00	
4. Attendance Ratio		96.70%	
5. CBEDS Ratio is >= 3 year Average		Meets	

2020-21 Reasonable?	Yes	3 Year Average ADA Test	
1st Subsequent Year 2019-20	ADA	EST CBEDS	Comments:
1. % of Growth over Prior Year	0.00%	1.02%	Enrollment and ADA are projected to be flat.
2. Growth is >= 3 year Average	Not Met	Meets	
3. Total Projected Charter ADA/Enroll	2,345.00	2,450.00	
4. Attendance Ratio		95.71%	
5. CBEDS Ratio is >= 3 year Average		Not Met	

2021-22 Reasonable?	Yes	3 Year Average ADA Test	
2nd Subsequent Year 2020-21	ADA	EST CBEDS	Comments:
1. % of Growth over Prior Year	0.00%	0.00%	Enrollment and ADA are projected to be flat.
2. Growth is >= 3 year Average	Not Met	Not Met	
3. Total Projected Charter ADA/Enroll	2,345.00	2,450.00	
4. Attendance Ratio		95.71%	
5. CBEDS Ratio is >= 3 year Average		Not Met	

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

DEFICIT SPENDING TREND-OPERATING

Is the charter school deficit spending in 2 or more consecutive years? (Yes or No) **NO** *Going Concern?* **No**

UNRESTRICTED GENERAL FUND								
	Audit Adjust.	A Beg. Balance	B Revenues	C Expense	E Ending	D=B-C Surplus/deficit	Deficit Spending	D/C Percent Deficit
2017/18		\$ 9,203,904	\$ 24,803,245	\$ 24,533,991	\$ 9,473,158	\$ 269,254	NO	0.0%
2018/19	\$ (386,521)	\$ 9,086,636	\$ 26,176,733	\$ 26,069,170	\$ 9,194,199	\$ 107,563	NO	0.0%
2019/20	\$ (279,205)	\$ 8,914,994	26,087,305	26,071,603	8,930,696	15,702	NO	0.0%
2020/21	\$ -	\$ 8,930,696	26,682,207	26,488,430	9,124,473	193,777	NO	0.0%
2021/22	\$ -	\$ 9,124,474	27,384,204	27,174,862	9,333,816	209,342	NO	0.0%

RESTRICTED GENERAL FUND								
	Audit Adjust.	A Beg. Balance	B Revenues	C Expense	E Ending	D=B-C Surplus/deficit	Deficit Spending	D/C Percent Deficit
2017/18		102,845	1,477,515	1,580,360	\$ -	\$ (102,845)	YES	-6.5%
2018/19	409,032	409,032	1,656,024	2,344,261	\$ (279,205)	\$ (688,237)	YES	-29.4%
2019/20	\$ -	\$ -	1,715,313	1,715,313	-	-	NO	0.0%
2020/21	\$ -	\$ -	1,617,694	1,617,694	-	-	NO	0.0%
2021/22	\$ -	\$ -	1,536,345	1,536,345	-	-	NO	0.0%

Comments:
18-19 included and adjustment to account for the spend of Prop 39 Energy funds.

CHANGE IN UNRESTRICTED FUND BALANCE TRENDS

Beginning Balance		Ending Balance		Change from Prior Year	Positive / Negative	OK / Declining	Prior Year EB = BB	Variance
		2017/18	2018/19					
		2018/19	2018/19		POSITIVE	OK		
	9,086,636	2018/19	9,194,199	-2.94%	POSITIVE	Decline	NO	386,522
2019/20	8,914,994	2019/20	8,930,696	-2.87%	POSITIVE	Decline	NO	279,205
2020/21	8,930,696	2020/21	9,124,473	2.17%	POSITIVE	OK	NO	0
2021/22	9,124,474	2021/22	9,333,816	2.29%	POSITIVE	OK	NO	-1

Comments (Audit adjustments recorded? Beginning FB = Audit report?):
2018/19 included the spend down of Prop 39 funds in the reserve.

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

RESERVE FOR ECONOMIC UNCERTAINTIES

	2019/20		2020/21		2021/22	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
1. Revenues	\$ 26,087,305	\$ 1,715,313	\$ 26,682,207	\$ 1,617,694	\$ 27,384,204	\$ 1,536,345
2. Expenditures	\$ 26,071,603	\$ 1,715,313	\$ 26,488,430	\$ 1,617,694	\$ 27,174,862	\$ 1,536,345
3. Beginning Fund Balance	\$ 8,914,994	\$ -	\$ 8,930,696	\$ -	\$ 9,124,473	\$ -
4. Ending Fund Balance	\$ 8,930,696	\$ -	\$ 9,124,473	\$ -	\$ 9,333,815	\$ -
4a. Amount Designated for REU	\$ 5,300,000		\$ 5,700,000		\$ 5,900,000	
4b. Other Designations/Assignments	\$ 2,830,036		\$ 3,098,035		\$ 3,366,034	
5. Total Unappropriated/Unassigned	\$ 800,660		\$ 326,438		\$ 67,781	

Required Reserve %	4.00%	\$ 1,111,477	\$ 1,124,245	\$ 1,148,448
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	2019/20	2020/21	2021/22
Amounts Designated for REU (4a.)	\$ 5,300,000	\$ 5,700,000	\$ 5,900,000
Total Unrestricted Unappropriated/Unassigned Amount (5)	\$ 800,660	\$ 326,438	\$ 67,781
Total Available for REU	\$ 6,100,660	\$ 6,026,438	\$ 5,967,781

REU Requirement Met (Total Available REU >= Required Reserve Amount)	Met	Met	Met
--	-----	-----	-----

Comments: (Reserves sufficient for current and 2 subsequent years?)
 Yes

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

MULTI-YEAR PROJECTIONS:

1. LCFF

	2018/19	2019/20	2020/21	2021/22
ADA	2,342.03	2,345.00	2,345.00	2,345.00
Enrollment	2,428.00	2,425.00	2,450.00	2,450.00
Increasing/Declining Enroll		Declining	Increasing	Increasing
LCFF Revenue (obj 8011-8099)		\$ 25,367,955	\$ 25,973,208	\$ 26,672,039

Do ADA projections match LCFF calculator (yes or no)?

Comments:
 Budgeted enrollment for 19-20 is 2425, CBEDS Enrollment is anticipated at 2451. Conservatively ADA will remain projected at 2345. A revised budget will be approved at the November Board Meeting

Does LCFF revenue match LCFF calculator (yes or no)?

Comments:

Have In-Lieu Property Taxes (object 8096) been reasonably calculated (yes or no)?

Comments:

2. Reductions

Years	19/20	20/21	20/22
Fund Balance \$	8,930,696	\$ 9,124,473	\$ 9,333,815
Fund Balance as % of Total Expenditures	32.14%	32.46%	32.51%

Is the Charter School planning for any reductions?
 Are reductions included in the MYP?
 Have the reductions been board approved?

Reductions	2019/20		2020/21		2021/22	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Comments (Details of reduction plan, why?):

Fiscal Year:

2019-20

Charter School:

Helix Charter High School

School District:

Grossmont Union High School District

3. Special Education

What percentage of the charter school's student population is special education?

8.6%

Is the charter school under the school district, or a member LEA, for purposes of a SELPA? (District or SELPA)

District

Has the charter school budgeted for special education revenues appropriately?

Yes

Has the charter school budgeted for special education expenditures appropriately?

Yes

Is the charter school making an unrestricted general fund contribution to special education? If so, how much is the unrestricted general fund contribution?

Yes

Has the charter school budgeted for special education reasonably in the subsequent years?

Yes

Comments:

4. Other Concerns

Compare the Charter School's prior year Unaudited Actuals to Current Year Budget. Does the Current Year Budget seem reasonable?

Yes

Has the Charter School included reasonable health and welfare costs?

Yes

What STRS and/or PERS employer contribution rates were used?

SSC Dartboard

STRS	2019-20	2020-21	2021-22
Charter Assumption	17.10%	18.10%	18.10%
Approved Rate	17.10%	18.10%	18.10%
	Met	Met	Met

PERS	2019-20	2020-21	2021-22
Charter Assumption	19.72%	22.70%	24.60%
Approved Rate	20.700%	23.40%	24.50%
	Not Met	Not Met	Not Met

Are the administrative oversight and other administrative and service costs budgeted?

Yes

What percentage of oversight fees?

3%

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

STAFFING/SALARY NEGOTIATIONS:

	2019/20		2020/21		2021/22		
	Salary Incr/Decr Yes or No	Amount <i>(if decrease enter as negative number)</i>	%	Amount <i>(if decrease enter as negative number)</i>	%	Amount <i>(if decrease enter as negative number)</i>	%
Certificated	NO	\$ -	0%	\$ -	0%	\$ -	0%
Classified	NO	\$ -	0%	\$ -	0%	\$ -	0%
Mgmt/Oth	NO	\$ -	0%	\$ -	0%	\$ -	0%

TCHR FTE #	
105	17/18
105	18/19
105	19/20
105	20/21
105	21/22

FACILITIES - RENTAL OBJECT 5600

	2018/19	2019/20	2020/21	2021/22
Number of Sites	1.00	1.00	1.00	1.00
Rental Cost				
Site Changes		0.00%	0.00%	0.00%
Annual Rent/Lease Increase		0.00%	0.00%	0.00%

Is the Charter School anticipating adding/removing/changing locations in the current or two subsequent fiscal years?

Yes or No

Comments (Are costs reasonable?):

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

DEBT/LIABILITIES

1. Does the Charter School currently have outstanding debt/liabilities (Yes or No)?
If so, please list below.

<i>Debt</i>	<i>Total Amount of Debt</i>	<i>Payback Terms</i>	<i>Amount Due in One Year</i>	<i>Payment Source</i>

2. Are the debt payments budgeted for in the current year budget?

3. Are the debt payments budgeted for in the MYP?

4. Are the debt payments reflected in the cash flow?

Comments:

CASH FLOW PROJECTIONS:

Beginning Cash	Cash Flow Ending Cash Balance	Reasonably Projected?	Negative?
\$ 6,558,471	\$ 7,111,107	Yes	Positive
July	\$ 5,797,021	Yes	Positive
August	\$ 6,764,185	Yes	Positive
September	\$ 6,623,795	Yes	Positive
October	\$ 6,699,973	Yes	Positive
November	\$ 7,071,723	Yes	Positive
December	\$ 6,682,685	Yes	Positive
January	\$ 6,602,950	Yes	Positive
February	\$ 7,084,127	Yes	Positive
March	\$ 6,556,147	Yes	Positive
April	\$ 6,101,503	Yes	Positive
May	\$ 6,514,240	Yes	Positive
June			

Does cash annual total, by major object code, match to the current budget? (Yes or No)

Is there Negative Cash in Any Month?

Comments:

Fiscal Year:	2019-20
Charter School:	Helix Charter High School
School District:	Grossmont Union High School District

Calls or emails sent:

Technical Comments / Calls	Date/Comment

Follow-up Comments from Previous Reports:



Helix Charter High School

Monthly Financial Report

Fiscal Year 2019-20

September 2019

Month 3

Helix Charter High School
September 2019 - Revenue and Expense Summary (Combined Restricted and Unrestricted)

Month 3 Expense Target
25.00%

Object	Current Period Actuals	Actuals Year To Date	Current Budget	Actuals YTD vs. Budget	% of Budget YTD	
1000 - Certificated Salaries	\$ 982,839	\$ 2,086,680	\$ 11,486,334	\$ (9,399,654)	18.17%	●
2000 - Noncertificated Salaries	\$ 441,302	\$ 1,008,338	\$ 4,892,757	\$ (3,884,419)	20.61%	●
3000 - Employee Benefits	\$ 445,068	\$ 1,054,664	\$ 5,155,747	\$ (4,101,083)	20.46%	●
Total Personnel Expenses	\$ 1,869,209	\$ 4,149,681	\$ 21,534,837	\$ (17,385,156)	19.27%	●
4000 - Books And Supplies	\$ 88,059	\$ 178,073	\$ 1,066,300	\$ (888,227)	16.70%	●
5000 - Services And Other Operating Expenditures	\$ 184,351	\$ 488,918	\$ 4,760,778	\$ (4,271,861)	10.27%	●
6000 - Capital Outlay	\$ -	\$ -	\$ 425,000	\$ (425,000)	0.00%	●
7000 - Other Outgo (Misc Expense)	\$ -	\$ -	\$ -	\$ -	0.00%	●
Total Operating Expenses	\$ 272,410	\$ 666,991	\$ 6,252,078	\$ (5,585,087)	10.67%	●
Total Expenses	\$ 2,141,619	\$ 4,816,673	\$ 27,786,916	\$ (22,970,243)	17.33%	●
8000 - LCFF/State Aid	\$ 2,986,217	\$ 4,838,933	\$ 25,367,955	\$ (20,529,022)	19.07%	
8100 - Federal Revenues	\$ -	\$ -	\$ 973,676	\$ (973,676)	0.00%	
8500 - State Revenues	\$ -	\$ 40	\$ 795,987	\$ (795,947)	0.01%	
8600 - Other Local Revenues	\$ 33,678	\$ 257,761	\$ 665,000	\$ (407,239)	38.76%	
Total Revenues	\$ 3,019,895	\$ 5,096,734	\$ 27,802,618	\$ (22,705,884)	18.33%	
Net Income (Deficit) Before Depreciation	\$ 878,276	\$ 280,061	\$ 15,702	\$ 264,359		
Depreciation (Actuals shows replaceable)	\$ -	\$ -	\$ 192,950			
Net Income After Depreciation	\$ 878,276	\$ 280,061	\$ (177,248)			

Helix Charter High School

September 2019 - Revenue Detail (Combined Restricted and Unrestricted)

Object	Current Month Actuals	Actuals Year To Date	Current Budget	Actuals YTD vs Budget	Actuals % of Budget
8011 - LCFF - State Aid - Current Year	\$ 1,005,568	\$ 2,122,866	\$ 10,864,130	\$ (8,741,264)	19.5%
8012 - EPA Revenue Current Year	\$ 509,813	\$ 509,813	\$ 2,113,285	\$ (1,603,472)	24.1%
8096 - Charter Schools In Lieu Of Property Taxes	\$ 1,470,836	\$ 2,206,254	\$ 12,390,540	\$ (10,184,286)	17.8%
8285 - Other Federal Revenue - Assets Grant	\$ -	\$ -	\$ 256,250	\$ (256,250)	0.0%
8290 - No Child Left Behind	\$ -	\$ -	\$ 717,426	\$ (717,426)	0.0%
8550 - Mandated Cost Block Grant	\$ -	\$ -	\$ 109,512	\$ (109,512)	0.0%
8554 - CTEIG Grant	\$ -	\$ -	\$ 186,827	\$ (186,827)	0.0%
8560 - Lottery	\$ -	\$ -	\$ 499,649	\$ (499,649)	0.0%
8590 - All Other State Revenue	\$ -	\$ 40	\$ -	\$ 40	#DIV/0!
8656 - Rentals Of Bldgs And Fields	\$ 1,540	\$ 5,000	\$ 20,000	\$ (15,000)	25.0%
8660 - Interest & Dividend Income	\$ 24,214	\$ 62,000	\$ 100,000	\$ (38,000)	62.0%
8694 - Grants	\$ -	\$ 170,000	\$ -	\$ 170,000	#DIV/0!
8696 - Other Fundraising & Donations	\$ 6,911	\$ 9,006	\$ -	\$ 9,006	#DIV/0!
8699 - All Other Local	\$ 1,013	\$ 11,755	\$ 545,000	\$ (533,245)	2.2%
Total	\$ 3,019,895	\$ 5,096,734	\$ 27,802,618	\$ (22,705,884)	18.3%

Helix Charter High School
September 2019 - Expense Detail (Combined Restricted and Unrestricted)

Month Expense Target
25.00%

Object	Current Month Actuals	Actuals Year To Date	Current Budget	Actuals YTD vs Budget	% of Budget YTD	Notes
1101 - Contract Teachers' Salaries	\$ 786,579	\$ 1,586,077	\$ 8,987,033	\$ (7,400,956)	17.65%	
1102 - Substitute Teachers Salaries	\$ 12,701	\$ 16,363	\$ 205,000	\$ (188,637)	7.98%	
1103 - Hourly Certificated	\$ 3,480	\$ 27,685	\$ 169,205	\$ (141,519)	16.36%	
1104 - Coaching Stipends - Certificated	\$ 18,246	\$ 18,058	\$ 170,004	\$ (151,946)	10.62%	
1105 - Extended Curricular/ Dept Chair Stipends	\$ 22,646	\$ 24,646	\$ 227,891	\$ (203,245)	10.81%	
1201 - Certificated Pupil Spprt Counselors/Librarian Salaries	\$ 69,709	\$ 199,360	\$ 828,312	\$ (628,951)	24.07%	
1202 - Certificated Pupil Support - Hourly	\$ -	\$ -	\$ 5,000	\$ (5,000)	0.00%	
1300 - Certificated Supervisors' And Administrators' Salaries	\$ 69,478	\$ 208,434	\$ 845,889	\$ (637,455)	24.64%	
1902 - Other Cert Sal- Attend Incentive	\$ -	\$ -	\$ 23,000	\$ (23,000)	0.00%	
1907 - Curriculum Writing	\$ -	\$ 6,056	\$ 25,000	\$ (18,944)	24.23%	
1000 - Certificated Salaries	\$ 982,839	\$ 2,086,680	\$ 11,486,334	\$ (9,399,654)	18.17%	
2101 - Perm Academic Coaches/ Instructional Aides Salaries	\$ 28,619	\$ 57,238	\$ 244,047	\$ (186,809)	23.45%	
2102 - Hourly Classified	\$ 71,054	\$ 118,902	\$ 707,948	\$ (589,046)	16.80%	
2105 - Athletic Coaches - Classified	\$ 23,310	\$ 18,617	\$ 233,506	\$ (214,889)	7.97%	
2201 - Class Supp Sal (Acad Adv/Nurse/Registrar/Tech)	\$ 77,935	\$ 185,094	\$ 790,374	\$ (605,280)	23.42%	
2202 - Classified Support Salaries - Hourly	\$ 1,817	\$ 8,429	\$ 59,306	\$ (50,877)	14.21%	
2300 - Classified Supervisors' And Administrators' Salaries	\$ 48,689	\$ 146,068	\$ 609,486	\$ (463,418)	23.97%	
2401 - Clerical Salaries	\$ 61,406	\$ 139,692	\$ 833,008	\$ (693,316)	16.77%	
2402 - Clerical And Office Salaries - Hourly	\$ 1,497	\$ 5,514	\$ 10,918	\$ (5,403)	50.51%	Change is where Staff is coded. Budget update in November.
2403 - Bilingual	\$ -	\$ -	\$ 6,800	\$ (6,800)	0.00%	
2901 - Classified Salaries - Custodial/Campus Supervisors	\$ 112,960	\$ 306,214	\$ 1,306,316	\$ (1,000,103)	23.44%	
2902 - Classified Attendance Incentive & Hourly	\$ 6,371	\$ 9,025	\$ 13,243	\$ (4,218)	68.15%	Change is where Staff is coded. Budget update in November.
2910 - Other Classified Salary - Overtime	\$ 7,644	\$ 13,546	\$ 77,806	\$ (64,260)	17.41%	
2000 - Noncertificated Salaries	\$ 441,302	\$ 1,008,338	\$ 4,892,757	\$ (3,884,419)	20.61%	
3101 - STRS - Certificated	\$ 164,903	\$ 348,348	\$ 1,704,958	\$ (1,356,610)	20.43%	
3102 - STRS - Classified	\$ (866)	\$ 2,955	\$ 3,210	\$ (255)	92.05%	Combine with 3101 Budget
3201 - PERS - Certificated	\$ 4,580	\$ 9,861	\$ 34,936	\$ (25,074)	28.23%	
3202 - PERS - Classified	\$ 65,217	\$ 165,630	\$ 703,946	\$ (538,316)	23.53%	Combine with 3202 Budget
3301 - OASDI/Medicare - Certificated	\$ 17,482	\$ 35,721	\$ 188,156	\$ (152,435)	18.98%	
3302 - OASDI/Medicare - Classified	\$ 29,133	\$ 70,238	\$ 342,499	\$ (272,261)	20.51%	
3401 - Health & Welfare Benefits/Medical - Certificated	\$ 86,368	\$ 174,837	\$ 897,589	\$ (722,752)	19.48%	
3402 - Health & Welfare Benefits/Medical - Classified	\$ 42,486	\$ 86,854	\$ 457,638	\$ (370,785)	18.98%	
3411 - Health & Welfare/Dental/Vision	\$ 17,524	\$ 120,854	\$ 593,250	\$ (472,396)	20.37%	
3501 - State Unemployment Insurance - Certificated	\$ 486	\$ 1,033	\$ 5,456	\$ (4,424)	18.92%	
3502 - State Unemployment Insurance - Classified	\$ 228	\$ 522	\$ 2,445	\$ (1,922)	21.37%	
3601 - Workers' Compensation Insurance - Certificated	\$ 9,336	\$ 20,212	\$ 119,299	\$ (99,087)	16.94%	
3602 - Workers' Compensation Insurance - Classified	\$ 4,386	\$ 10,171	\$ 55,115	\$ (44,944)	18.45%	
3701 - Retiree Benefits - Certificated	\$ 1,503	\$ 3,290	\$ 31,500	\$ (28,210)	10.45%	
3702 - Retiree Benefits - Classified	\$ 2,300	\$ 4,138	\$ 15,750	\$ (11,612)	26.27%	
3000 - Employee Benefits	\$ 445,068	\$ 1,054,664	\$ 5,155,747	\$ (4,101,083)	20.46%	
4100 - Approved Instructional Materials	\$ -	\$ -	\$ 60,000	\$ (60,000)	0.00%	
4140 - Instructional Software (Curriculum)	\$ -	\$ 90	\$ -	\$ 90	#DIV/0! #####	Rolls Up to 4100 Budget

Object	Current Month Actuals	Actuals Year To Date	Current Budget	Actuals YTD vs Budget	% of Budget YTD	Notes
4150 - Approved Instructional Materials - Dept Budget	\$ -	\$ 2,364	\$ -	\$ 2,364	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4100 Budget
4200 - Books And Other Reference Materials - Library	\$ -	\$ -	\$ 30,000	\$ (30,000)	0.00%	●
4250 - Books and Other Reference Materials - Dept Budget	\$ 2,828	\$ 2,986	\$ -	\$ 2,986	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4200 Budget
4300 - Materials And Supplies under \$500	\$ 2,503	\$ 5,454	\$ 250,000	\$ (244,546)	2.18%	●
4301 - Supplies Duplicating Office	\$ 1,990	\$ 5,281	\$ 21,000	\$ (15,719)	25.15%	●
4302 - Supplies/Site Designated (Misc Office Purch)	\$ 4,854	\$ 7,798	\$ 5,000	\$ 2,798	155.96%	● Change in expenses reported to object. Budget update in November
4303 - Supplies/Site Designated (Misc Tech Repairs etc)	\$ 418	\$ 4,767	\$ 2,000	\$ 2,767	238.35%	● Change in expenses reported to object. Budget update in November
4304 - Uniforms (Purchased for Band, Athletic etc)	\$ 3,863	\$ 12,593	\$ 25,000	\$ (12,407)	50.37%	● Majority of Expenses occur over summer
4305 - Student Chromebook Purchases	\$ -	\$ 1,114	\$ 191,000	\$ (189,886)	0.58%	●
4307 - Instructional Software Under \$500	\$ 59	\$ 184	\$ 7,000	\$ (6,816)	2.63%	●
4309 - Supplies Custodial	\$ 14,480	\$ 31,669	\$ 100,000	\$ (68,331)	31.67%	●
4310 - Supplies Maintenance	\$ 10,515	\$ 25,368	\$ 90,000	\$ (64,632)	28.19%	●
4312 - Supplies Grounds	\$ 5,515	\$ 7,549	\$ 38,000	\$ (30,451)	19.87%	●
4320 - Food & Refreshments (Not Travel or Catering)	\$ 585	\$ 1,145	\$ -	\$ 1,145	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4300 Budget
4350 - Materials and Supplies Under \$500 - Dept Budget	\$ 33,979	\$ 49,504	\$ -	\$ 49,504	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4300 Budget
4369 - Technology Licenses and Fees	\$ -	\$ -	\$ 117,300	\$ (117,300)	0.00%	● Expenses moved to 586X Object
4370 - Technology Hardware under \$500	\$ 475	\$ 475	\$ -	\$ 475	#DIV/0!	####
4380 - Honeycomb Materials and Supplies	\$ -	\$ 559	\$ -	\$ 559	#DIV/0!	####
4400 - Noncapitalized Equipment Over \$500 (Rollup)	\$ -	\$ (233)	\$ 100,000	\$ (100,233)	-0.23%	●
4401 - Noncapitalized Equipment Over \$500	\$ -	\$ 5,424	\$ -	\$ 5,424	#DIV/0!	#### Rolls Up to 4400 Budget
4407 - Noncapitalized Software Over \$500	\$ 5,994	\$ -	\$ 30,000	\$ (30,000)	0.00%	●
4411 - Classroom Printers & Technology	\$ -	\$ 10,785	\$ -	\$ 10,785	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4400 Budget
4421 - Non-Teacher Printers	\$ -	\$ 433	\$ -	\$ 433	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4400 Budget
4450 - Noncapitalized Equipment Over \$500 - Dept Budget	\$ -	\$ 2,764	\$ -	\$ 2,764	#DIV/0!	#### New Object Code for 2019-20. Rolls Up to 4400 Budget
4000 - Books And Supplies	\$ 88,059	\$ 178,073	\$ 1,066,300	\$ (888,227)	16.70%	●
5210 - Travel And Conferences - Admin	\$ 227	\$ 894	\$ 12,000	\$ (11,106)	7.45%	●
5211 - Certificated Schoolwide PD Planning	\$ -	\$ 960	\$ 30,000	\$ (29,040)	3.20%	●
5212 - Certificated PD Requests	\$ 825	\$ 3,512	\$ 60,000	\$ (56,488)	5.85%	●
5213 - Classified PD W/Carryover	\$ 3,272	\$ 4,089	\$ 43,625	\$ (39,536)	9.37%	●
5214 - Grant Related PD	\$ -	\$ -	\$ 25,455	\$ (25,455)	0.00%	●
5300 - Dues And Membership	\$ 330	\$ 5,075	\$ 9,000	\$ (3,925)	56.39%	● Change in expenses reported to object. Budget update in November
5310 - Licenses, Fees and Permits	\$ 227	\$ 605	\$ 5,000	\$ (4,395)	12.10%	●
5450 - Other Insurance	\$ -	\$ 106,039	\$ 120,831	\$ (14,792)	87.76%	● Majority of expenses are paid in July
5500 - Operations And Housekeeping Services	\$ -	\$ 90	\$ -	\$ 90	#DIV/0!	####
5503 - Water & Sewer	\$ 34,990	\$ 34,990	\$ 163,200	\$ (128,210)	21.44%	●
5505 - Gas, Electric and Solar	\$ 52,490	\$ 120,827	\$ 370,015	\$ (249,189)	32.65%	●
5509 - Trash	\$ 1,660	\$ 10,512	\$ 20,298	\$ (9,786)	51.79%	●
5600 - Rentals, Leases, Non Cap. Improvements	\$ 316	\$ 19,063	\$ 80,000	\$ (60,937)	23.83%	●
5601 - Maintenance Contracts	\$ 4,018	\$ 8,085	\$ 6,000	\$ 2,085	134.75%	● Change in expenses reported to object. Budget update in November
5605 - Repairs (Vend Out)	\$ 2,973	\$ 6,724	\$ 30,000	\$ (23,276)	22.41%	●

Object	Current Month Actuals	Actuals Year To Date	Current Budget	Actuals YTD vs Budget	% of Budget YTD	Notes
5620 - Equipment Lease (Copier, Container, etc)	\$ 774	\$ 7,950	\$ -	\$ 7,950	#DIV/0! #####	
5640 - Site & Bldg Improvements Vendor U\$5000	\$ -	\$ 2,118	\$ -	\$ 2,118	#DIV/0! #####	Change in expenses reported to object.
5800 - Professional/Consulting Services And Operating Expend. (Roll Up)	\$ -	\$ 350	\$ 292,376	\$ (292,026)	0.12% ●	Budget update in November
5802 - Instructional Consultants (Working w/Students)	\$ 3,420	\$ 11,998	\$ -	\$ 11,998	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5800 Budget
5803 - Non-Instructional Consultants (Not Working w/Students)	\$ 13,499	\$ 36,855	\$ -	\$ 36,855	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5800 Budget
5809 - Catering	\$ 3,903	\$ 5,144	\$ -	\$ 5,144	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5800 Budget
5810 - Legal Counsel	\$ 10,028	\$ 12,023	\$ 15,000	\$ (2,977)	80.15% ●	Increased cost.
5815 - Printing - Contracted (Prev 5700)	\$ -	\$ 306	\$ 8,000	\$ (7,694)	3.82% ●	Budget update in November
5816 - Advertising & Recruitment	\$ -	\$ 474	\$ -	\$ 474	#DIV/0! #####	New Object Code for 2019-20.
5820 - Audits	\$ -	\$ 4,380	\$ -	\$ 4,380	#DIV/0! #####	Rolls up to 5800 Budget
5830 - Special Education Direct Costs	\$ -	\$ 2,074	\$ -	\$ 2,074	#DIV/0! #####	
5841 - Student Transportation (Non-Field Trip)	\$ 4,745	\$ 4,745	\$ 3,000	\$ 1,745	158.15% ●	Previously Object 5715. Change in expenses reported to this Object
5842 - Discretionary Student Travel (Fundraised) (Prev 5221)	\$ (420)	\$ (4,615)	\$ 60,000	\$ (64,615)	-7.69% ●	
5843 - Curricular Approved Travel (Committee Approved) (Prev 5222)	\$ 2,349	\$ 4,099	\$ 30,000	\$ (25,901)	13.66% ●	
5844 - Schoolwide Student Travel (Extra and Co-Curricular) (Prev 5220)	\$ 1,936	\$ 3,906	\$ 140,000	\$ (136,094)	2.79% ●	
5850 - Fingerprints and Xrays	\$ -	\$ -	\$ 100	\$ (100)	0.00% ●	
5860 - Software Licences & Maintenance	\$ -	\$ 9	\$ -	\$ 9	#DIV/0! #####	New Object Code, Moved from 4369
5861 - Software: Operational Systems (Non-Instructional) (Prev 5807)	\$ 497	\$ 10,304	\$ -	\$ 10,304	#DIV/0! #####	New Object Code, Moved from 4369
5862 - Software: IT Infrastructure	\$ 14,087	\$ 14,087	\$ -	\$ 14,087	#DIV/0! #####	New Object Code, Moved from 4369
5865 - Software: Instructional Tools, Platforms, & Learning Management (Prev 5807)	\$ 11,045	\$ 29,120	\$ 49,994	\$ (20,875)	58.25% ●	New Object Code, Moved from 4369
5881 - GUHSD 1% Oversight Fee (Prev. 5730)	\$ -	\$ -	\$ 292,754	\$ (292,754)	0.00% ●	
5882 - GUHSD 2% Oversight Fee Attributed to Facilities	\$ -	\$ -	\$ 585,509	\$ (585,509)	0.00% ●	
5883 - GUHSD Special Education Contribution	\$ -	\$ -	\$ 2,267,621	\$ (2,267,621)	0.00% ●	
5900 - Communications (Roll-up)	\$ 237	\$ 237	\$ 41,000	\$ (40,763)	0.58% ●	
5910 - Internet Access	\$ 536	\$ 1,608	\$ -	\$ 1,608	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5900 Budget
5920 - Phone Service	\$ 1,069	\$ 4,963	\$ -	\$ 4,963	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5900 Budget
5940 - Postage (Prev 5720)	\$ 15,318	\$ 15,318	\$ -	\$ 15,318	#DIV/0! #####	New Object Code for 2019-20. Rolls Up to 5900 Budget
5000 - Services & Other Operating Expenditures	\$ 184,351	\$ 488,918	\$ 4,760,778	\$ (4,271,861)	10.27% ●	
6100 - Site & Land Improvements	\$ -	\$ -	\$ 425,000	\$ (425,000)	0.00% ●	
6400 - Capitalized Equipment Over \$5,000	\$ -	\$ -	\$ -	\$ -	0.00% ●	
6401 - Capitalized Computer Equipment Over \$5,000	\$ -	\$ -	\$ -	\$ -	0.00% ●	
6407 - Software Over \$5,000 (Achieve 3000)	\$ -	\$ -	\$ -	\$ -	0.00% ●	
6000 - Capital Outlay	\$ -	\$ -	\$ 425,000	\$ (425,000)	0.00% ●	
7000 - Other Outgo (Misc Expense)	\$ -	\$ -	\$ -	\$ -	0.00% ●	
7000 - Other Outgo (Misc Expense)	\$ -	\$ -	\$ -	\$ -	0.00% ●	
Total	\$ 2,141,619	\$ 4,816,673	\$ 27,786,916	\$ (22,970,243)	17.33% ●	

Helix Charter High School
September 2019 - LCAP Expenditure Report (Combined Restricted and Unrestricted)

LCAP Goals and Actions	Current Month	YTD Expenditures
GOAL 1: Provide a Comprehensive Education with Academic Rigor		
1.00 - LCAP GOAL 1 <i>(Not Action Specific)</i>	\$ 5,370	\$ 13,992
1.01 - STANDARDS BASED CURRICULUM IMPLEMENTATION	\$ 21,996	\$ 37,870
1.02 - DEPARTMENT SUPPLY BUDGETS	\$ 26,378	\$ 37,266
1.03 - EXPANDED ENGLISH LEARNER COURSE OFFERINGS	\$ 12,892	\$ 24,953
1.04 - ENHANCED ENGLISH LEARNER INSTRUCTIONAL MATERIALS	\$ 341	\$ 1,110
Subtotal of LCAP GOAL 1	\$ 66,977	\$ 115,191
GOAL 2: Safe and Supportive Environment		
2.00 - LCAP GOAL 2 <i>(Not Action Specific)</i>	\$ 319,283	\$ 850,045
2.01 - STUDENT/STAFF RECOGNITION	\$ 108	\$ 1,007
2.04 - WELLNESS CENTER STAFFING	\$ 83,573	\$ 191,434
2.05 - CAMPUS SECURITY	\$ 14,094	\$ 28,441
2.07 - WELLNESS CENTER DEPARTMENT BUDGET	\$ 11,433	\$ 22,864
2.08 - 9TH GRADE TRANSFER SUPPORT	\$ -	\$ 1,282
2.10 - CUSTODIAL STAFFING NEEDS	\$ 13,002	\$ 30,471
2.12 - FACILITY IMPROVEMENTS & PLANNING	\$ -	\$ 2,118
2.13 - STUDENT 2 STUDENT (ADDED IN 18-19)	\$ 345	\$ 345
Subtotal of LCAP GOAL 2	\$ 441,838	\$ 1,128,007
GOAL 3: 21st Century Technology		
3.00 - LCAP GOAL 3 <i>(Not Action Specific)</i>	\$ 15,879	\$ 44,680
3.01 - CAMPUSWIDE DIGITAL CITIZENSHIP PLAN	\$ 925	\$ 1,185
3.02 - DIRECTOR OF DATA & IT	\$ 17,718	\$ 51,973
3.03 - 1:1 CHROMEBOOK IMPLEMENTATION & MAINTENANCE	\$ -	\$ 4,991
3.04 - INCREASED FTE IT SUPPORT	\$ 12,335	\$ 36,728
3.05 - MAINTAIN IN-HOUSE TECH SERVICES	\$ 14,652	\$ 14,652
3.06 - TECH BASED INITIATIVES	\$ -	\$ 839
3.08 - TECHNOLOGY MAINTENANCE & MODERNIZATION	\$ 1,778	\$ 1,998
3.09 - IMPLEMENTATION OF DIGITAL PORTFOLIOS	\$ -	\$ 5,704
3.10 - IMPLEMENTING SENIOR IT SYSTEMS ENGINEER & ADMINISTRATOR	\$ 14,393	\$ 42,358
Subtotal of LCAP GOAL 3	\$ 77,680	\$ 205,109
GOAL 4: Expanded School		
4.00 - LCAP GOAL 4 <i>(Not Action Specific)</i>	\$ 51	\$ 116
4.01 - COLLEGE ACCESS COUNSELOR	\$ 12,350	\$ 36,546
4.02 - DUAL ENROLLMENT	\$ 36,738	\$ 74,389
4.03 - COLLEGE OUTREACH & EXPLORATION	\$ -	\$ 23,158
4.04 - COLLEGE READINESS COURSE	\$ (44)	\$ -
4.05 - ALTERNATIVE ACADEMIC OPPORTUNITIES	\$ 10,987	\$ 14,973
4.06 - EDGE: CAREER TECHNICAL EDUCATION	\$ 18,431	\$ 20,250
4.07 - EDGE LAB TEACHER	\$ 4,066	\$ 8,186
Subtotal of LCAP GOAL 4	\$ 82,579	\$ 177,618
GOAL 5: Close the Achievement Gap Through Effective Collaboration & Innovative Practices		
5.00 - LCAP GOAL 5 <i>(Not Action Specific)</i>	\$ -	\$ 30
5.01 - ACADEMIC SUPPORT PROGRAM	\$ 98,872	\$ 174,022
5.02 - ENGLISH LEARNER PD	\$ -	\$ 899
5.04 - DOUBLE-DOSE MATHEMATICS	\$ 53,979	\$ 108,073
5.05 - PROFESSIONAL DEVELOPMENT	\$ 21,177	\$ 42,451
5.09 - SPED SUPPORT PROGRAM REVAMP	\$ -	\$ 2,074
5.10 - HELIX FIRST	\$ 43,882	\$ 107,354
5.11 - SUMMER INSTITUTE	\$ 717	\$ 22,181
Subtotal of LCAP GOAL 5	\$ 218,626	\$ 457,084
GOAL 6: Parent and Community Integration		
6.00 - LCAP GOAL 6 <i>(Not Action Specific)</i>	\$ 3,156	\$ 3,676
6.01 - ANNUAL SCHOOLWIDE PARENT OUTREACH	\$ -	\$ 175
6.02 - EXTRA CURRICULAR ACTIVITIES OUTREACH	\$ 4,350	\$ 4,359
6.03 - PARENT OUTREACH	\$ 650	\$ 1,850
6.05 - TRANSLATION SERVICES	\$ 925	\$ 2,635
6.06 - STAFF TO PARENT OUTREACH	\$ 860	\$ 9,710
Subtotal of LCAP GOAL 6	\$ 9,942	\$ 22,406
Total LCAP Coded Expenditures	\$ 897,641	\$ 2,105,416
Expenditures Not Coded To LCAP	\$ 1,243,978	\$ 2,711,257
Total Expenditures	\$ 2,141,619	\$ 4,816,673

Helix Charter High School
September 2019 - Balance Sheet

Description	62	
9123 - FSA Checking	\$ 33,071.69	
9124 - Dental and Vision Cash	\$ 41,011.03	
9125 - Cash In Treasury Account	\$ 5,388,876.87	
9127 - New General Fund Checking Acct	\$ 2,649,676.61	\$ 8,112,636.20
9200 - Accounts Receivables	\$ 195,710.70	
9411 - Land Improvements	\$ 1,903,763.00	
9415 - Accumulated Depreciation - Land Improvements	\$ (1,365,083.82)	
9420 - Building Improvements	\$ 465,522.43	
9425 - Accumulated Depreciation - Building Improvements	\$ (330,522.62)	
9440 - Equipment, Furniture & Fixtures	\$ 1,682,738.31	
9441 - Computer Equipment/Licenses	\$ 765,368.17	
9443 - Equipment	\$ 113,515.26	
9445 - Accumulated Depreciation - Equipment, Furniture & Fixtures	\$ (1,409,375.45)	
9446 - Accumulated Depreciation - Computer Equip/Licenses	\$ (570,139.97)	
Subtotal of Account Group: Assets	\$ 9,564,132.21	
9500 - Accounts Payable	\$ 83.55	
9501 - Accrued Salaries	\$ 443.28	
9503 - STRS Payable	\$ 265,029.35	
9504 - PERS Payable	\$ 94,197.17	
9505 - Accounts Payable-Accrual	\$ 6,453.23	
9506 - FSA Payable	\$ 4,100.00	
9511 - Federal Tax Withholding	\$ 639.12	
9512 - State Tax Withholding	\$ 100.29	
9514 - Medicare Payable	\$ 44.38	
9531 - State Unemployment Insurance Payable	\$ 1,555.79	
9532 - Worker's Comp Payable	\$ 26.79	
9552 - Sales Tax Payable	\$ 4,071.05	
9558 - Health & Welfare Benefits Payable	\$ 168.59	
9560 - SCCEA Dues	\$ (2,711.03)	
9665 - Compensated Absences Payable	\$ 185,702.81	
Subtotal of Account Type: Liability	\$ 559,904.37	
9790 - Undesignated Fund Balance	\$ 6,420,968.58	
9791 - School Designated Restr - Net Assets	\$ 1,340,694.69	
9792 - Temporarily Restricted Donations	\$ 836,451.00	
9793 - Auditor Adjustment	\$ 87,338.99	
9795 - Other Restatements	\$ 38,713.13	
Net Increase/Decrease	\$ 280,061.45	
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 9,004,227.84	
Subtotal of Account Group: Liabilities/Fund Balance	\$ 9,564,132.21	

Helix Charter High School
September 2019 - Cash Flow Projection

	OBJECT	APPROVED Budget	JUL Actuals	AUG Actuals	SEPT Actuals	OCT Projected	NOV Projected	DEC Projected	JAN Projected	FEB Projected	MAR Projected	APR Projected	MAY Projected	JUNE Projected	ACCRUAL Year End
BEGINNING CASH	9110		\$6,558,471	\$ 7,561,806	\$ 6,853,293	\$ 8,112,636	\$ 7,913,474	\$ 7,988,428	\$ 8,358,869	\$ 7,969,831	\$ 7,890,096	\$ 8,371,273	\$ 7,834,339	\$ 7,370,652	
RECEIPTS															
LCFF:															
State Aid	8011	\$10,864,130	558,649	558,649	1,005,568	977,772	977,772	977,772	977,772	966,035	966,035	966,035	966,035	966,035	
Prior Year State Aid Adjustments	8019														
In Lieu Property Taxes	8096	\$12,390,540		735,418	1,470,836	991,243	991,243	991,243	991,243	991,243	1,742,690	871,345	871,345	871,345	\$ 871,345
EPA Funds	8012	\$ 2,113,285			509,813			528,321			528,321				528,321
Federal Revenues	8100-8299	\$ 973,676				146,051		125,000	301,839	48,684	107,104	29,210	25,000	19,474	\$ 171,313
State Revenues	8300-8599	\$ 795,987						121,737	163,563			174,338	-	179,365	\$ 156,985
Local Revenues	8600-8799	\$ 665,000	38,623	185,604	34,992	16,625	8,313	29,925	16,625	6,650	6,650	33,250	133,000	168,367	\$ 25,000
TOTAL RECEIPTS		\$27,802,618	597,272	1,479,671	3,021,209	1,985,640	2,123,379	2,773,998	2,451,042	2,012,612	3,350,801	2,074,178	1,995,380	2,732,907	\$ 1,224,643
EXPENDITURES															
Salaries and Benefits	1000-3999	\$21,534,837	430,996	1,847,079	1,511,374	1,767,082	1,767,082	1,887,760	1,879,140	1,866,211	2,172,217	1,767,082	1,896,380	2,742,436	
Other Operating Expenses	4000-7999	\$ 6,252,078	158,060	239,578	274,355	506,418	281,344	515,796	1,110,374	206,319	450,150	844,031	562,687	802,967	\$ 300,000
Prior Period Adjustment															
TOTAL EXPENDITURES		\$27,786,916	589,055	2,086,657	1,785,729	2,273,500	2,048,425	2,403,557	2,989,514	2,072,529	2,622,367	2,611,112	2,459,067	3,545,403	\$ 300,000
CASH NET INCR/(DECR)		\$ 15,702	8,217	(606,986)	1,235,480	(287,860)	74,954	370,441	(389,038)	(147,735)	481,177	(536,934)	(463,687)	(812,496)	
PRIOR YEAR TRANSACTIONS															
Accounts Receivable	9200	\$ 1,524,906	1,131,472	212,873	23,862	88,698				68,000					-
Accounts Payable	9500s	\$ 459,002	\$ 136,354	314,399										8,249	
TOTAL PRIOR YEAR TRANS		\$ 1,065,904	995,118	(101,526)	23,862	88,698	-	-	-	68,000	-	-	-	(8,249)	
NET INCREASE/DECREASE			1,003,335	(708,512)	1,259,342	(199,162)	74,954	370,441	(389,038)	(79,735)	481,177	(536,934)	(463,687)	(820,745)	
ENDING CASH BALANCE			\$7,561,806	\$ 6,853,293	\$ 8,112,636	\$ 7,913,474	\$ 7,988,428	\$ 8,358,869	\$ 7,969,831	\$ 7,890,096	\$ 8,371,273	\$ 7,834,339	\$ 7,370,652	\$ 6,549,907	

Helix Charter High School
September 2019 - Designated Fund Balance

Annual Depreciation and Replaceable Assets

Auditor Approved Depreciable Assets - Replaceable

Description	Current Balance (Board Approved)	Annual Depreciation	June 20 Balance	Replace	Fiscal Year Purchased	Fully Depreciated		Fully Depreciate in 19/20		Replacement Fiscal Year
						Purchase Amount	Depreciation Start	Depreciation End	Depreciable Years	
1 Air Conditioning (2 Units)	\$ 4,340	\$ 2,170	\$ 6,510	Yes	2017/18	\$ 10,850	Jun-18	2021/22	5	2022/23
2 Aquatics Scoreboard	\$ 7,340	\$ 2,621	\$ 9,961	Yes	2016/17	\$ 18,350	Jun-17	2022/23	7	2023/24
3 Phone System	\$ 40,267	\$ 14,381	\$ 54,649	Yes	2016/17	\$ 100,668	Jun-17	2022/23	7	2023/24
4 Stadium Track	\$ 54,700	\$ 27,350	\$ 82,050	Yes	2017/18	\$ 273,500	Jun-18	2026/27	10	2027/28
5 Stadium Turf (EZ/Logo)	\$ 21,500	\$ 4,300	\$ 25,800	Yes	2014/15	\$ 43,000	Jun-15	2023/24	10	2024/25
6 Stadium Turf (Field)	\$ 194,000	\$ 48,500	\$ 242,500	Yes	2015/16	\$ 485,000	Jun-16	2024/25	10	2025/26
7 Teacher Workstations & Lab Computers	\$ 156,580	\$ 78,290	\$ 234,870	Yes	2017/18	\$ 391,450	Jun-18	2021/22	5	2022/23
8 Tennis Court	\$ 4,800	\$ 1,200	\$ 6,000	Yes	2015/16	\$ 12,000	Jun-16	2024/25	10	2025/26
9 VMare License	\$ 28,275	\$ 14,138	\$ 42,413	Yes	2017/18	\$ 42,413	Jun-18	2019/20	3	2020/21
10 Advance Exercise Equipment	\$ 14,439	\$ 14,439	\$ 28,878	Yes	2018/19	\$ 72,195	Jun-19	2022/23	5	2023/24
11 Gym - Floor	\$ 15,000	\$ 15,000	\$ 30,000	Yes	2018/19	\$ 150,000	Jun-19	2027/28	10	2028/29
12 Gym - Storage	\$ 3,907	\$ 3,907	\$ 7,814	Yes	2018/19	\$ 19,534	Jun-19	2022/23	5	2023/24
13 Gym - Sideline Equipment	\$ 841	\$ 841	\$ 1,682	Yes	2018/19	\$ 4,207	Jun-19	2022/23	5	2023/24
14 Rotary Mower	\$ 5,351	\$ 5,351	\$ 10,702	Yes	2018/19	\$ 26,756	Jun-19	2022/23	5	2025/26
15 Library Lab Computers	\$ 4,222	\$ 4,222	\$ 8,444	Yes	2018/19	\$ 21,108	Jun-19	2022/23	5	2023/24
16 Yearbook Cameras	\$ 4,690	\$ 4,690	\$ 9,380	Yes	2018/19	\$ 23,450	Jun-19	2022/23	5	2023/24
17 Golf Cart	\$ 1,215	\$ 1,215	\$ 2,430	Yes	2018/19	\$ 6,076	Jun-19	2022/23	5	2023/24
18 Edge Laser Cutter	\$ 6,149	\$ 6,149	\$ 12,298	Yes	2018/19	\$ 30,745	Jun-19	2022/23	5	2025/26
19 Edge Screen Equipment	\$ 2,131	\$ 2,131	\$ 4,262	Yes	2018/19	\$ 14,919	Jun-19	2024/25	7	2025/26
20 Baseball/Softball Scoreboard	\$ 1,856	\$ 1,856	\$ 3,712	Yes	2018/19	\$ 12,989	Jun-19	2024/25	7	2025/26
21 School of Beats Equipment	\$ 1,981	\$ 1,981	\$ 3,962	Yes	2018/19	\$ 13,866	Jun-19	2024/25	7	2025/26
22 190 Lab Computers	\$ -	\$ 13,267	\$ 13,267	Yes	2018/19	\$ 66,337	Jun-20	2023/24	5	2025/27
Total Depreciable Replaceable	\$ 573,584	\$ 267,999	\$ 824,355							

Auditor Approved Depreciable Assets - NON-Replaceable

1	\$ -	\$ -	\$ -							
Total Depreciable Non-Replaceable	\$ -	\$ -	\$ -							

Other Non Depreciable Assets

1 Band Uniforms	\$ 63,000	\$ 7,000	\$ 70,000	Yes	2011/12	\$ 70,000.00	Jun-12	2020/21	10	2022/23
Total Other Non-Depreciable Assets	\$ 63,000	\$ 7,000	\$ 70,000							

Total Annual Depreciation & Replaceable Assets \$ 636,584 \$ 274,999 \$ 894,355

Additional Fund Designations

Auditor Approved Fully Depreciated Assets - Replaceable

Description	Current Balance (Board Approved)	Amount Spent	June 20 Balance	Replace	Fiscal Year Purchased	Purchase Amount	Depreciation Start	Depreciation End	Depreciable Years	Replacement Fiscal Year
1 Achieve 3000	\$ 45,260	\$ (25,000)	\$ 20,260	Yes	2015/16	\$ 106,755	Jun-16	2017/18	3	2018/19
2 Go Guardian	\$ 25,960	\$ -	\$ 25,960	Yes	2016/17	\$ 25,960	Jun-17	2018/19	3	2019/20
3 Technology	\$ 100,516	\$ -	\$ 100,516	Yes	2016/17	\$ 100,516	Jun-17	2018/19	3	2019/20
Total Fully Depreciated Replaceable	\$ 45,260	\$ (25,000)	\$ 20,260							

Contingencies

Description	Current Balance (Board Approved)	Anticipated Additions	June 20 Balance
1 Reserve (Salary and Benefits)	\$ 5,300,000	\$ 400,000	\$ 5,700,000
2 Instructional Materials	\$ 100,000	\$ -	\$ 100,000
3 Professional Development	\$ 100,000	\$ -	\$ 100,000
4 Technology Contingency	\$ 215,720	\$ -	\$ 215,720
5 Facilities & Improvements Fund	\$ 373,221	\$ -	\$ 373,221
6 Health Benefits	\$ 454,315	\$ -	\$ 454,315
Total Contingency Funds	\$ 6,543,256	\$ 400,000	\$ 6,943,256

Details and Calculations
(Audited PY Salaries & Benefits/11 Months) x 3 = Round to \$100K

Funded from solar savings
Funded from health insurance savings provided by broker.

Strategic & Innovative Educational Programs

1 Strategic & Innovative Education Programs	\$ 293,859	\$ -	\$ 293,859
Total Strategic & Innovative Funds	\$ 293,859	\$ -	\$ 293,859

Restricted Funds (State/Federal Funding)

Description	Current Balance	FY 19/20 Expenditures	June 20 Balance
1 CTEIG 2018-19 Grant	\$ 184,958	\$ (184,958)	\$ -
Total Restricted Funds	\$ 184,958	\$ (184,958)	\$ -

Original Grant Date	Original Grant Term	Expenditure Deadline	Grant Amount	Expenses to Grant to Date	Balance
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Donation Funds

Description	Current Balance	FY 19/20 Expenditures	June 20 Balance
1 Excellence in Education	\$ 90,578	\$ -	\$ 90,578
2 College4Me	\$ 57,602	\$ -	\$ 57,602
3 All Other Donations	\$ 27,710	\$ -	\$ 27,710
Total Donated Funds	\$ 175,890	\$ -	\$ 175,890

Prior Year Accrued Vacation

1 Accrued Vacation	\$ 185,703	\$ -	\$ 185,703
Total Accrued Vacation	\$ 185,703	\$ -	\$ 185,703

Total Additional Fund Designations \$ 7,428,926 \$ 190,042 \$ 7,618,968

Total Designated Fund Balance \$ 8,065,511 \$ (190,042) \$ 8,513,322