

**California School Dashboard, Local Indicators**  
**Report to Board September 12, 2022**

The California School Dashboard and State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The State and Local Indicators are aligned with the eight CA state priorities that guide district Local Control and Accountability Plans (LCAPs).

California State Priority Area		State Indicator Discussed in LCAP	Local Indicators Discussed in Dashboard
1	Basic Services/Conditions at Schools		Self Reflection Tools
2	Implementation of State Standards		Self Reflection Tools
3	Parental Engagement		Self Reflection Tools
4	Student Achievement	Academic Indicators (ELA and Math) English Learner Progress Indicator	
5	Student Engagement	Chronic Absence Indicator Graduation Rate Indicator (High School)	
6	School Climate	Suspension Rate Indicator	Local Climate Survey
7	Access to a Broad Course of Study	College/Career Indicator	Self Reflection Too
8	Outcomes in a Broad Course of Study	College/Career Indicator (High School)	

Helix is required to report outcomes on five Local Indicators that apply. The five Local Indicators include:

- Basic Services and Conditions
- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study

Schools are required to measure their progress based on locally collected data and report their results through the CA School Dashboard using the Local Indicators Self-Reflection Tools and prompts. The State Board of Education (SBE) approved standards for the Local Indicators that support schools in measuring and reporting their progress within each priority area. For each local indicator, the approved standard includes:

1. Measuring progress on the Local Indicator using self-reflection tools
2. Reporting the results to the local governing board at a regularly scheduled meeting of governing board and to stakeholders and the public through the Dashboard

For each applicable Local Indicator, districts self-assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

The school makes the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas supports HCHS in local planning and improvement efforts.

**Priority 1:**

**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

Basic Requirements	21-22 Data	
	#	%
Total teacher misassignments	0	100%
Number of misassignments of teachers of English Learners	0	100%
Vacant teacher positions	0	100%
Percentage of students without access to standards-aligned instructional materials	0	100%
Number of identified instances where facilities do not meet the "good repair" standard based on the FIT Report*	28	94%

\*The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair.

Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

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

**Outcome: Standard met.**

**Priority 2:**

**Implementation of State Academic Standards**

Helix uses self-reflection rubrics to determine progress in the following areas related to standards implementation:

- Professional Learning
- Instructional Materials
- Improving the delivery of instruction
- Implementation of other adopted academic standards
- Support for Teachers and Administration

The rating scale is as follows:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Implementation of State Academic Standards					
	Providing Professional Learning	Aligned Instructional Materials	Supporting staff in delivering instruction		Implementation Progress of Other Adopted Standards
ELA	5	5	5	Career Tech	5
ELD	5	5	4	Health	4
Math	5	5	5	P.E.	5
NGSS	5	5	4	VAPA	4
HS/Social Science	4	4	4	World Lang.	5
	Professional Learning Needs for Groups of Teachers	Professional Learning Needs for Individual Teachers	Support for Teachers' Unmastered Teaching Standards		
Support for Teachers & Administrators	5	5	5		

**Outcome: Standard Met**

**Priority 3:**

**Parent and Family Engagement:** The district reflects on its progress in (1) building relationships with parents and families (2) building partnerships with parents and families for student outcomes, and (3) seeking input from parents and families in decision making

The rating scale is as follows:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					X
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families.					X

**Current strengths and progress in Building Relationships Between School Staff and Families.**

HCHS staff has an appreciation for the importance of parent involvement. High levels of attendance at Summer Conferences, Back to School Nights, Parent Shadow Days, and other school based events, provide evidence of effectiveness in this area. All staff members place a high value on including all parents/guardians as equal partners in the education of their children. Communication plays an essential role in building and maintaining positive productive relationships between families and our school. This year we have added the addition of Community Relations and Event Coordinator to focus on improved communication and community engagement through family first events and updated website and social media channels. As well as the Grade Level Principal on Special Assignment position to improve community feedback on items such as the Local Control Accountability Plan.

Helix is proud of the collaborative relationship and work to provide a welcoming and supportive environment for students and their families. We engage in ongoing two-way dialogue with our community via parent education evenings, strategic plan development, surveys, activities on site and virtual. Our Leadership Team provides ongoing information through our InTouch phone caller system, monthly newsletters highlighting student learning/activities and direct communication via email. We assist our parents in understanding academic expectations through several strategies. Summer Conferences, Monthly GLT meetings and Family First Thursday Info nights provide opportunities for parents to learn strategies for supporting their children's academic achievement and emotional wellbeing. Information is also provided via Back-to-School Nights, Open House, and via quarterly Progress Reports of academic progress.

**Focus area(s) for improvement in Building Relationships Between School Staff and Families.**

In addition to maintaining the effective elements in place to sustain the positive relationships which already exist between school staff and families, the focus area for the 2022-23 school year will be to implement an ongoing Family Engagement Council to monitor the effectiveness of existing communication structures and refine them as necessary.

Helix added two new roles to our administrative team: a Community Relations and Engagement Coordinator (CREC) and a Grade Level Principal (GLP) on Special Assignment. The CREC focuses

on optimizing the Helix website and social media channels as primary methods of communication. The GLP on Special Assignment helps with many behind the scenes programs on campus, which also helps to free up the Grade Level Principals to focus more time with students.

**Focus areas for improving engagement of underrepresented families**

Helix is dedicated to work focused on diversity, equity, and inclusion, which includes the development of a multi-year equity plan facilitated by a partnership with San Diego County Office of Education and National Center for Urban School Transformation. A primary objective of this work is to ensure equity and inclusion of all students and their families, including those that are underrepresented. Our parent email software now allows for families to select one of ten different home languages, which we hope will allow for more accessibility.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

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

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes**

We will continue to implement the listed effective strategies which support partnerships for student outcomes. During the current school year, we are focused on proactive, early interventions by the Grade Level Teams. Additionally, we are refining and communicating our Multi-Tiered System of Supports MTSS and Multi-Tiered Multi-Domain Supports to the entire school community.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

Feedback specific to underrepresented families is sought out via parent surveys. To ensure their active engagement, care is taken to ensure there is representation on Advisory Committees. Our MTSS/MTDS works to ensure that no subgroups of students fall through the cracks. We are looking forward to reinstating Family First parent information meetings, where we are able to connect with our underrepresented families.

Seeking Input for Decision Making	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					X
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		

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

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

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

During the 2022-23 school year Helix will be engaging our educational partners as we continue to refine our strategic plan, the Local Control Accountability Plan, based on our current findings. During this process, we will ensure input from all groups, including those that are underrepresented to inform the development of this plan. including methods for participation among families who speak a language other than English.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

We will continue existing practices that have been effective in ensuring the input from under-represented families is included and informs decision-making and we will ensure their participation in the strategic planning process. Helix added roles to our administrative team: a Community Relations and Engagement Coordinator (CREC) and a Grade Level Principal (GLP) on Special Assignment. The CREC focuses on optimizing the Helix website and social media channels as primary methods of seeking input. The GLP on Special Assignment helps with many behind the scenes programs on campus, which will aid in gathering input.

**Outcome: Standard Met**

## **Priority 6**

**School Climate: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness**

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

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

**Outcome: Standard Met**

## **Priority 7:**

**Access to a Broad Course of Study: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code**

The following measures were selected to monitor the extent to which all students, including unduplicated student groups and individuals with exceptional needs, have access to a broad course of study:

1. Access to board-approved standards-based materials as reported in the annual board meeting regarding Sufficiency of Instructional Materials,
2. Professional Learning provided to each teacher in focus areas.

## **Analysis**

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

## **Barriers**

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

## **New Actions**

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

**Outcome: Standard Met**