Academy of Careers and Exploration
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	13943 Rivers Edge Rd. Helendale, CA , 92342	**Principal:**	Mr. Scott Bates, Principal
Phone:	(760) 952-1266	**Grade Span:**	7-12

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mr. Scott Bates, Principal

⚲ Principal, Academy of Careers and Exploration

Contact ─────────────────────────────

Academy of Careers and Exploration
13943 Rivers Edge Rd.
Helendale, CA 92342

Phone: (760) 952-1266
Email: sbates@helendalesd.com

Mr. Scott Bates, Principal

⚲ Principal, Academy of Careers and Exploration

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Helendale Elementary
Phone Number	(760) 952-1180
Superintendent	Espinoza, Cynthia
Email Address	cespinoza@helendalesd.com
Website	www.helendalesd.org

School Contact Information (School Year 2024–25)

School Name	Academy of Careers and Exploration
Street	13943 Rivers Edge Rd.
City, State, Zip	Helendale, CA , 92342
Phone Number	(760) 952-1266
Principal	Mr. Scott Bates, Principal
Email Address	sbates@helendalesd.com
Website	www.helendalesd.com/schools/a_c_e_and_r_m_s_school
Grade Span	7-12
County-District-School (CDS) Code	36677360116723

School Description and Mission Statement (School Year 2024–25)

Academy of Careers and Exploration Mission Statement:
The high school student is a person with unique and rapidly changing emotional, physical, and intellectual qualities. Choices made during these critical years affect the future.Therefore, the community, parents, and staff work together with the student for educational growth. Opportunities to achieve are provided through vigorous instruction coupled with high expectations, appropriate activities, and consistent discipline. As this educational program moves ahead, changes will focus on specific needs of ACE students in keeping with district and state policies.

The Academy of Careers and Exploration provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received astandards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress andachievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational programpossible for ACE's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

The following are the expected Student Learning Outcomes that have been adopted by our school:

Eagles will exemplify:

Grit: Persisting through obstacles

Occupational Development: Preparing for career and college

Achievement: Succeeding in academics

Lifelong Learning: Inspiring a passion for education

Social Proficiency: Growing through communication and collaboration

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 7	5
Grade 8	8
Grade 9	76
Grade 10	68
Grade 11	66
Grade 12	61
Total Enrollment	284
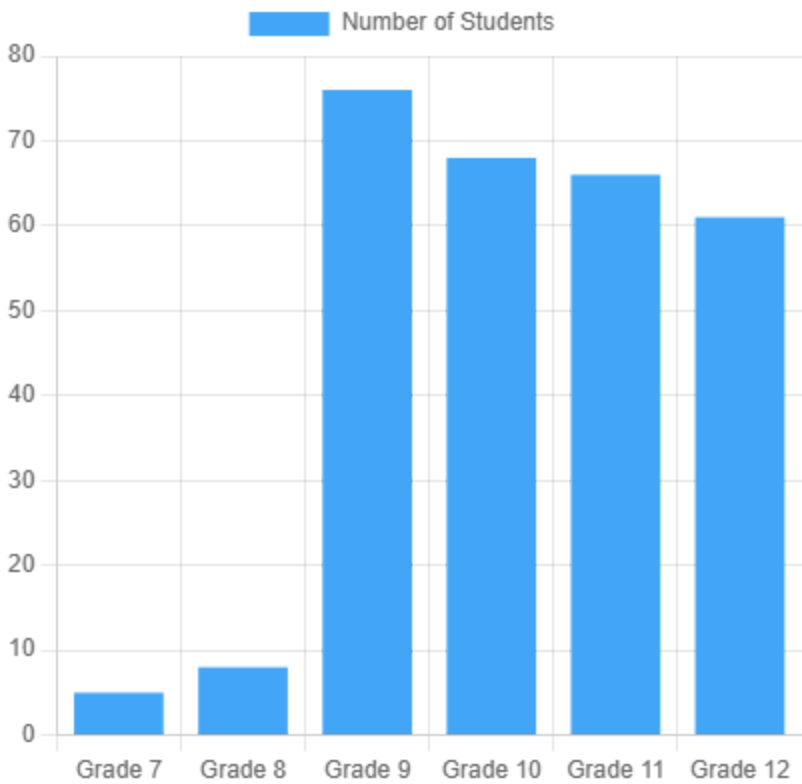
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.80%
Male	54.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	1.40%
Black or African American	8.50%
Filipino	0.70%
Hispanic or Latino	53.50%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	2.10%
White	32.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.90%
Foster Youth	0.40%
Homeless	4.20%
Migrant	0.00%
Socioeconomically Disavantaged	52.10%
Students with Disabilities	12.30%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.70	82.60%	203.20	73.41%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.50	3.51%	1.00	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	1.96%	4.10	1.51%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.91%	64.60	23.34%	12115.80	4.41%
Unknown/Incomplete/NA	1.50	10.95%	3.80	1.38%	18854.30	6.86%
Total Teaching Positions	14.20	100.00%	276.80	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	81.61%	239.90	73.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	0.92%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	18.32%	9.50	2.94%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	67.50	20.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	4.50	1.39%	15831.90	5.67%
Total Teaching Positions	14.00	100.00%	324.50	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	80.96%	262.30	80.17%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.00	1.83%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	5.29%	2.10	0.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	5.43%	53.60	16.38%	11746.90	4.23%
Unknown/Incomplete/NA	1.10	8.25%	3.10	0.95%	14303.80	5.15%
Total Teaching Positions	14.10	100.00%	327.30	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	2.50	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	2.50	0.7

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.00	0.7
Total Out-of-Field Teachers	0.10	0.00	0.7

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.30%	25%	7.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA (McGraw Hill/Study Sync) - 2016	0
Mathematics	HMH (GoMath, myhrw) - 2015	0
Science	McGraw Hill - 2020	0
History-Social Science	Savvas - 2021	0
Foreign Language	VHL Central - 2022	0
Health	Edmentum - 2020	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Helendale School District takes great pride and effort to ensure that all schools are clean, safe, and functional through proper facilities

maintenance and campus supervision. Academy of Careers and Exploration School's original facilities w ere built in 2010 and ongoing

maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. T he

Academy of Careers and Exploration facilities are routinely inspected by the facilities and maintenance departments. District

maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely

manner.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before

school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and

staff entering school grounds. One full-time day custodian and one part-time evening custodian are assigned to Academy of Careers

and Exploration School. T he day custodian is responsible for:

• General grounds maintenance

• Lunch area setup/cleanup

• Restroom cleaning

• Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. T he evening custodian is

responsible for:

• Classroom cleaning

• Common use area cleaning

• Office area cleaning

• Restroom cleaning

The principal communicates w ith the custodial staff as needed concerning maintenance and school safety issues.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing eratification of mice in cafeteria
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2024

Overall Rating	Exemplary

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	35%	47%	47%	46%	46%	47%
Mathematics (grades 3-8 and 11)	15%	21%	32%	33%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59%	1.41%	47.14%
Female	32	31	96.88%	3.12%	41.94%
Male	39	39	100.00%	0.00%	51.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	45.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	19	95.00%	5.00%	57.89%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	29.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59%	1.41%	21.43%
Female	32	31	96.88%	3.12%	6.45%
Male	39	39	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	19	95.00%	5.00%	31.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	11.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	17.32%	18.85%	21.94%	30.15%	30.29%	30.73%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	122	98.39%	1.61%	18.85%
Female	57	55	96.49%	3.51%	10.91%
Male	67	67	100.00%	0.00%	25.37%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48%	1.52%	18.46%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50%	2.50%	20.51%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	52	98.11%	1.89%	11.54%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	6.67%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

• Programs and classes offered that are specifically focused on career preparation and/or preparation for work

- Anatomy
- Sports Medicine
- Emergency Medical Responder
- Advanced EMR
- Administration of Justice
- Principles of Emergency Services
- Crime Scene Investigation
- Cyber Security
- LEAD

• How these programs and classes are integrated with academic courses and how they support academic achievement:

Our CTE courses are geared towards specific sectors (i.e. police, fire, medical) which have certain requirements such as math, science and English language arts. These core subjects are integrated into each program through real life applications that give validity to these subjects.

• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

All of our courses are offered and differentiated to all students including any students that require academic support. Differentiation takes on many forms to allow these opportunities to students with any learning style or limitation.

• The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes:

These courses require students to complete at least one capstone per class. In addition, the courses offer many certifications that students are able to find employment with suchas CPR, Emergency Medical Responder, Basic Life Support, Concussion in Sports, Sudden Cardiac Arrest, Heat Illness Prevention.

Students are members in:
HOSA
SkillsUSA
National Honors Society of Sports Medicine
National High School Sports Medicine Association
National Technical Honors Society
Learning for Life

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	87
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.00%

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	89%	89%	89%	89%	89%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

The staff encourages parents to be involved in their child's learning environment either by volunteering (All volunteers must be fingerprinted by the FBI and DOJ prior tovolunteering) in the classroom, participating in decision-making groups (Strategic Planning), School Site Council (SSC), Parent-Teacher Committee (PTC) or simply by attending school events . The Helendale Staff is highly committed in keeping the communication open and flowing.

Upcoming events and school activities are communicated through teacher newsletter, emails, anautomated telephone message delivery system, flyers, our electronic school marquee, the school website, weekly bulletin notices, and articles in the local newspaper.

Opportunities to Volunteer:
- Fundraising Activities
- Field Trip Chaperone
- School Activities
- Committee:
    - School Site Council (SSC)
    - Strategic Planning
    - Parent-Teacher Committee (PTC)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	91.5%	95.2%	98.3%	62.1%	66.9%	67.0%	87.0%	86.2%	86.4%
Dropout Rate	6.8%	3.2%	1.7%	17.0%	15.5%	11.3%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates

Legend:
- School Dropout Rate
- District Dropout Rate
- State Dropout Rate
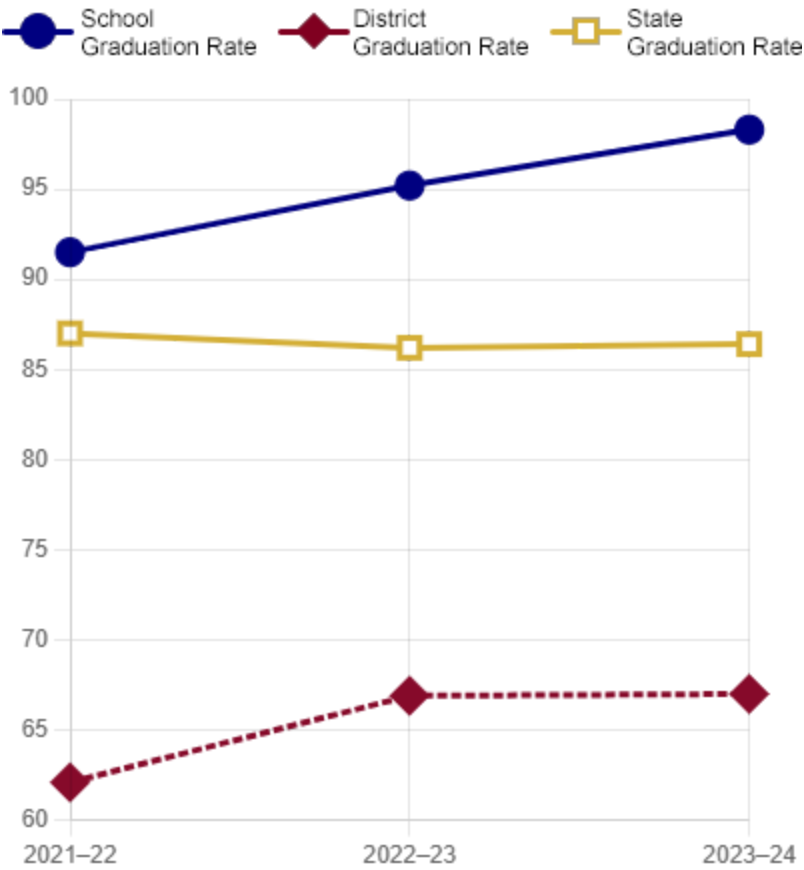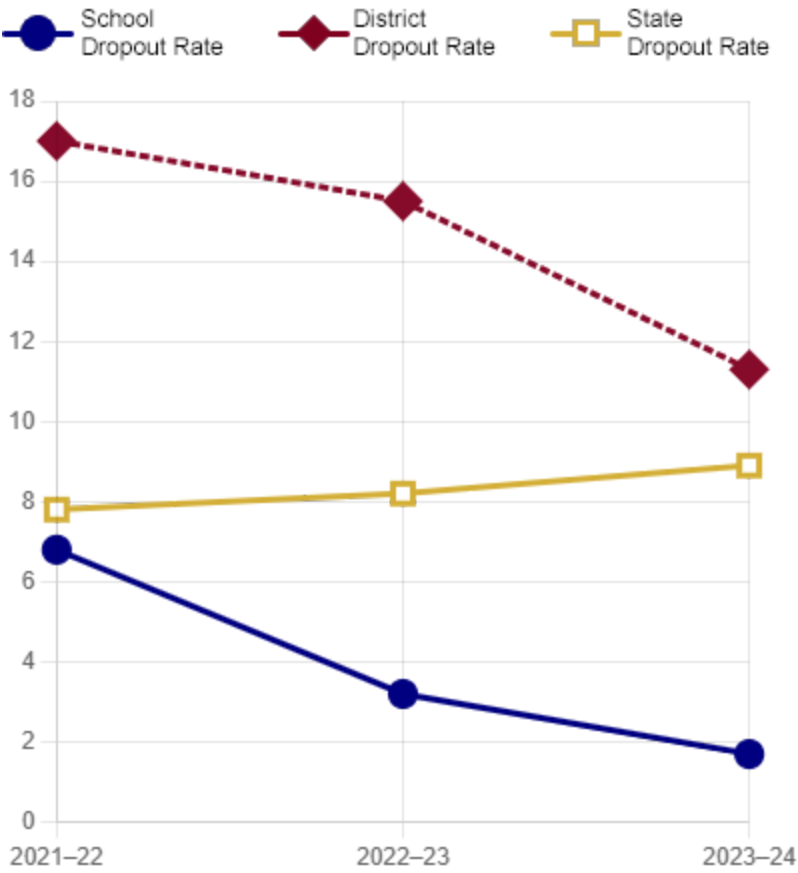
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	57	98.3%
Female	26	25	96.2%
Male	32	32	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	32	32	100.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	19	18	94.7%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	40	39	97.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	17	17	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	298	74	24.8%
Female	147	137	37	27.0%
Male	167	161	37	23.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	28	24	5	20.8%
Filipino	--	--	--	--
Hispanic or Latino	170	163	43	26.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	97	93	24	25.8%
English Learners	17	15	4	26.7%
Foster Youth	--	--	--	--
Homeless	16	14	7	50.0%
Socioeconomically Disadvantaged	178	168	46	27.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	39	12	30.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	7.43%	6.83%	5.73%	0.93%	0.91%	0.64%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.73%	0%
Female	4.08%	0%
Male	7.19%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	6.47%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	6.19%	0%
English Learners	11.76%	0%
Foster Youth	0%	0%
Homeless	6.25%	0%
Socioeconomically Disadvantaged	6.74%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	10%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

?Safe School Plan.

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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	18	3	
Mathematics	15.00	10	5	1
Science	16.00	8	5	1
Social Science	14.00	11	6	

* 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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	20	8	0
Mathematics	10.00	20	5	0
Science	11.00	16	5	1
Social Science	10.00	22	3	0

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	16	4	1
Mathematics	13.00	15	3	
Science	15.00	10	4	1
Social Science	12.00	17	4	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	135

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10864.10	$1479.30	$9384.71	$91366.10
District	N/A	N/A	$8838.92	$93452.00
Percent Difference – School Site and District	N/A	N/A	5.98%	2.25%
State	N/A	N/A	$10770.62	$94129.00
Percent Difference – School Site and State	N/A	N/A	13.75%	2.97%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46656.00	$57838.62
Mid-Range Teacher Salary	$84433.00	$90040.10
Highest Teacher Salary	$121452.00	$118647.40
Average Principal Salary (Elementary)	$166001.00	$144638.98
Average Principal Salary (Middle)	$144418.00	$148269.55
Average Principal Salary (High)	$0.00	$161275.33
Superintendent Salary	$244083.00	$229985.85
Percent of Budget for Teacher Salaries	30.87%	30.79%
Percent of Budget for Administrative Salaries	8.17%	5.71%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
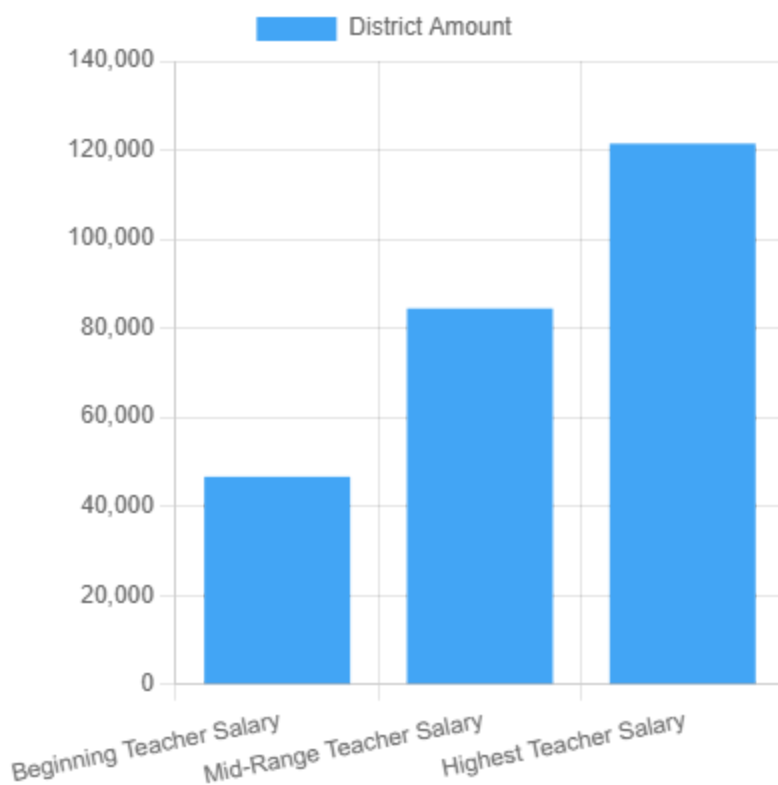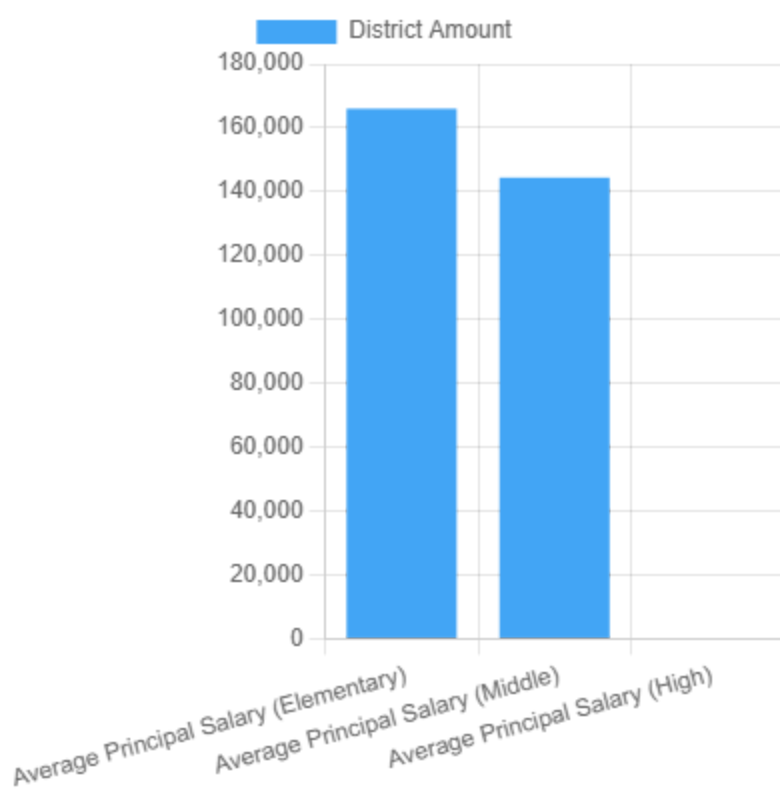
Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 13.7 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered*	2

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4