

# Riverview Middle

## 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:** 7-8

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/>.

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# About This School

## Mr. Scott Bates, Principal

📍 Principal, Riverview Middle

### Contact

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Riverview Middle  
13943 Rivers Edge Rd.  
Helendale, CA 92342

Phone: [\(760\) 952-1266](tel:7609521266)

Email: [sbates@helendalesd.com](mailto:sbates@helendalesd.com)

# Contact Information (School Year 2024–25)

| District Contact Information (School Year 2024–25) |                                                                                                                            |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| District Name                                      | Helendale Elementary                                                                                                       |
| Phone Number                                       | (760) 952-1180                                                                                                             |
| Superintendent                                     | Espinoza, Cindy                                                                                                            |
| Email Address                                      | <a href="mailto:cespinoza@helendalesd.com">cespinoza@helendalesd.com</a>                                                   |
| Website                                            | <a href="http://www.helendalesd.org">www.helendalesd.org</a>                                                               |
| School Contact Information (School Year 2024–25)   |                                                                                                                            |
| School Name                                        | Riverview Middle                                                                                                           |
| Street                                             | 13943 Rivers Edge Rd.                                                                                                      |
| City, State, Zip                                   | Helendale, CA , 92342                                                                                                      |
| Phone Number                                       | (760) 952-1266                                                                                                             |
| Principal                                          | Mr. Scott Bates, Principal                                                                                                 |
| Email Address                                      | <a href="mailto:sbates@helendalesd.com">sbates@helendalesd.com</a>                                                         |
| Website                                            | <a href="http://www.helendalesd.com/schools/a_c_e_and_r_m_s_school">www.helendalesd.com/schools/a_c_e_and_r_m_s_school</a> |
| Grade Span                                         | 7-8                                                                                                                        |
| County-District-School (CDS) Code                  | 36677366107072                                                                                                             |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Riverview Middle School Mission Statement:</p> <p>The middle 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 Riverview Middle School students in keeping with district and state policies.</p> <p>Riverview Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Riverview Middle School'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.</p> <p>The following are the expected Student Learning Outcomes that have been adopted by our school:</p> <p>Eagles will exemplify:</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Grit:** Persisting through obstacles

**Occupational Development:** Preparing for career and college

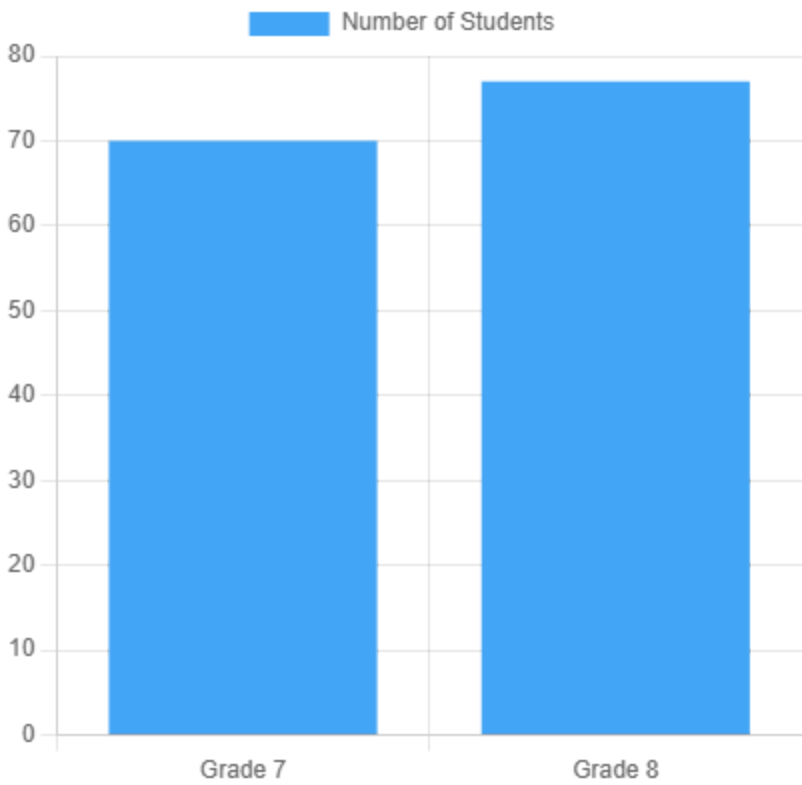
**Achievement:** Succeeding in academics

**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          | 70                 |
| Grade 8          | 77                 |
| Total Enrollment | 147                |



**Student Enrollment by Student Group (School Year 2023–24)**

| Student Group                       | Percent of Total Enrollment | Student Group (Other)           | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Female                              | 47.60%                      | English Learners                | 2.00%                       |
| Male                                | 52.40%                      | Foster Youth                    | 1.40%                       |
| Non-Binary                          | 0.00%                       | Homeless                        | 3.40%                       |
| American Indian or Alaska Native    | 0.00%                       | Migrant                         | 0.00%                       |
| Asian                               | 0.70%                       | Socioeconomically Disadvantaged | 56.50%                      |
| Black or African American           | 6.80%                       | Students with Disabilities      | 9.50%                       |
| Filipino                            | 2.00%                       |                                 |                             |
| Hispanic or Latino                  | 53.10%                      |                                 |                             |
| Native Hawaiian or Pacific Islander | 0.00%                       |                                 |                             |
| Two or More Races                   | 2.70%                       |                                 |                             |
| White                               | 34.70%                      |                                 |                             |

**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) | 4.30          | 61.17%         | 203.20          | 73.41%           | 228366.10    | 83.12%        |
| Intern Credential Holders Properly Assigned                                                     | 0.50          | 6.98%          | 1.00            | 0.36%            | 4205.90      | 1.53%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 1.80          | 25.98%         | 4.10            | 1.51%            | 11216.70     | 4.08%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.00          | 0.00%          | 64.60           | 23.34%           | 12115.80     | 4.41%         |
| Unknown/Incomplete/NA                                                                           | 0.40          | 5.73%          | 3.80            | 1.38%            | 18854.30     | 6.86%         |
| Total Teaching Positions                                                                        | 7.10          | 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) | 4.80          | 67.04%         | 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)                      | 2.30          | 32.83%         | 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                                                                        | 7.20          | 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) | 6.20          | 79.52%         | 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)                      | 0.10          | 2.15%          | 2.10            | 0.66%            | 14938.30     | 5.38%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.70          | 9.73%          | 53.60           | 16.38%           | 11746.90     | 4.23%         |
| Unknown/Incomplete/NA                                                                           | 0.60          | 8.60%          | 3.10            | 0.95%            | 14303.80     | 5.15%         |
| Total Teaching Positions                                                                        | 7.90          | 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<br>Number | 2021–22<br>Number | 2022–23<br>Number |
|-------------------------------------------------------|-------------------|-------------------|-------------------|
| Permits and Waivers                                   | 0.00              | 0.00              | 0                 |
| Misassignments                                        | 1.80              | 2.30              | 0.1               |
| Vacant Positions                                      | 0.00              | 0.00              | 0                 |
| Total Teachers Without Credentials and Misassignments | 1.80              | 2.30              | 0.1               |

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

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

## Class Assignments

| Indicator                                                                                                                                        | 2020–<br>21<br>Percent | 2021–<br>22<br>Percent | 2022–<br>23<br>Percent |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 25.90%                 | 33.3%                  | 3.4%                   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.50%                  | 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           | StudySync, McGraw Hill                                                                                     | 0                                          |
| Mathematics                     | Go Math/Houghton Mifflin Harcourt                                                                          | 0                                          |
| Science                         | McGraw Hill                                                                                                | 0                                          |
| History-Social Science          | Savvas                                                                                                     | 0                                          |
| Foreign Language                | Vista Higher Learning                                                                                      | 0                                          |
| Health                          | Edmentum                                                                                                   | 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. Helendale Secondary School's original facilities were built in 2010 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Helendale Secondary School 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. The 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. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The School Administrative Manager communicates with 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    |
|------------------------------------------------------------------------|--------|----------------------------------------------|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |                                              |
| <b>Interior:</b> Interior Surfaces                                     | Good   |                                              |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   | Ongoing eradication of mice in the cafeteria |
| <b>Electrical:</b> Electrical                                          | Good   |                                              |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |                                              |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |                                              |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |                                              |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |                                              |

Overall Facility Rate

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

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

## 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**

| <b>Subject</b>                                       | <b>School<br/>2022–<br/>23</b> | <b>School<br/>2023–<br/>24</b> | <b>District<br/>2022–<br/>23</b> | <b>District<br/>2023–<br/>24</b> | <b>State<br/>2022–<br/>23</b> | <b>State<br/>2023–<br/>24</b> |
|------------------------------------------------------|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 27%                            | 41%                            | 47%                              | 46%                              | 46%                           | 47%                           |
| Mathematics (grades 3-8 and 11)                      | 20%                            | 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                                  | 145              | 141           | 97.24%         | 2.76%              | 41.13%                  |
| Female                                        | 68               | 65            | 95.59%         | 4.41%              | 47.69%                  |
| Male                                          | 77               | 76            | 98.70%         | 1.30%              | 35.53%                  |
| American Indian or Alaska Native              | 0                | 0             | 0%             | 0%                 | 0%                      |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 76               | 73            | 96.05%         | 3.95%              | 39.73%                  |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0%             | 0%                 | 0%                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | 52               | 51            | 98.08%         | 1.92%              | 47.06%                  |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0%             | 0%                 | 0%                      |
| Socioeconomically Disadvantaged               | 83               | 80            | 96.39%         | 3.61%              | 32.50%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 12               | 12            | 100.00%        | 0.00%              | 25.00%                  |

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                                  | 144              | 140           | 97.22%         | 2.78%              | 20.71%                  |
| Female                                        | 68               | 65            | 95.59%         | 4.41%              | 21.54%                  |
| Male                                          | 76               | 75            | 98.68%         | 1.32%              | 20.00%                  |
| American Indian or Alaska Native              | 0                | 0             | 0%             | 0%                 | 0%                      |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 76               | 73            | 96.05%         | 3.95%              | 17.81%                  |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0%             | 0%                 | 0%                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | 52               | 52            | 100.00%        | 0.00%              | 23.08%                  |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0%             | 0%                 | 0%                      |
| Socioeconomically Disadvantaged               | 82               | 78            | 95.12%         | 4.88%              | 10.26%                  |
| Students Receiving Migrant Education Services | 0                | 0             | 0%             | 0%                 | 0%                      |
| Students with Disabilities                    | 12               | 12            | 100.00%        | 0.00%              | 16.67%                  |

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**

| <b>Subject</b>                         | <b>School<br/>2022–23</b> | <b>School<br/>2023–24</b> | <b>District<br/>2022–23</b> | <b>District<br/>2023–24</b> | <b>State<br/>2022–23</b> | <b>State<br/>2023–24</b> |
|----------------------------------------|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | 6.85%                     | 24.64%                    | 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)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 71                      | 69                   | 97.18%                | 2.82%                     | 24.64%                         |
| Female                                        | 35                      | 33                   | 94.29%                | 5.71%                     | 21.21%                         |
| Male                                          | 36                      | 36                   | 100.00%               | 0.00%                     | 27.78%                         |
| American Indian or Alaska Native              | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Asian                                         | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 39                      | 37                   | 94.87%                | 5.13%                     | 13.51%                         |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White                                         | 24                      | 24                   | 100.00%               | 0.00%                     | 37.50%                         |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Socioeconomically Disadvantaged               | 37                      | 35                   | 94.59%                | 5.41%                     | 17.14%                         |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

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)

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

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | --                        |
| 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 | --                        |

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          | 0.00%   |
| 2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00%   |



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:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength and Endurance | Component 3:<br>Trunk Extensor and Strength and Flexibility | Component 4:<br>Upper Body Strength and Endurance | Component 5:<br>Flexibility |
|-------|----------------------------------|--------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|-----------------------------|
| 7     | 91%                              | 91%                                              | 91%                                                         | 91%                                               | 91%                         |

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 to volunteering) 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, an automated 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):

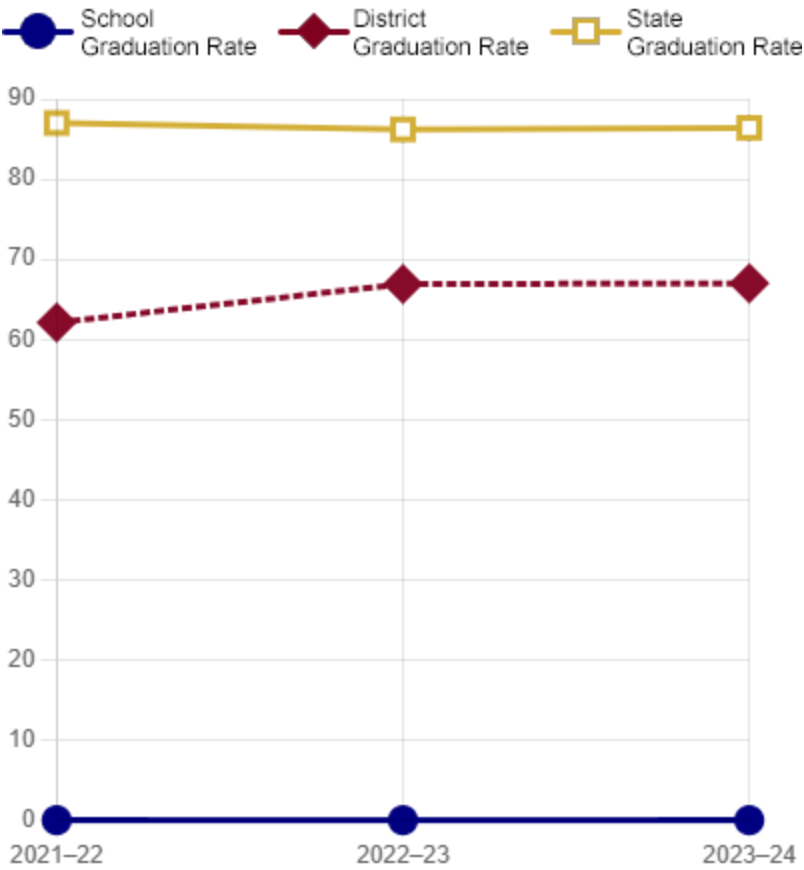
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

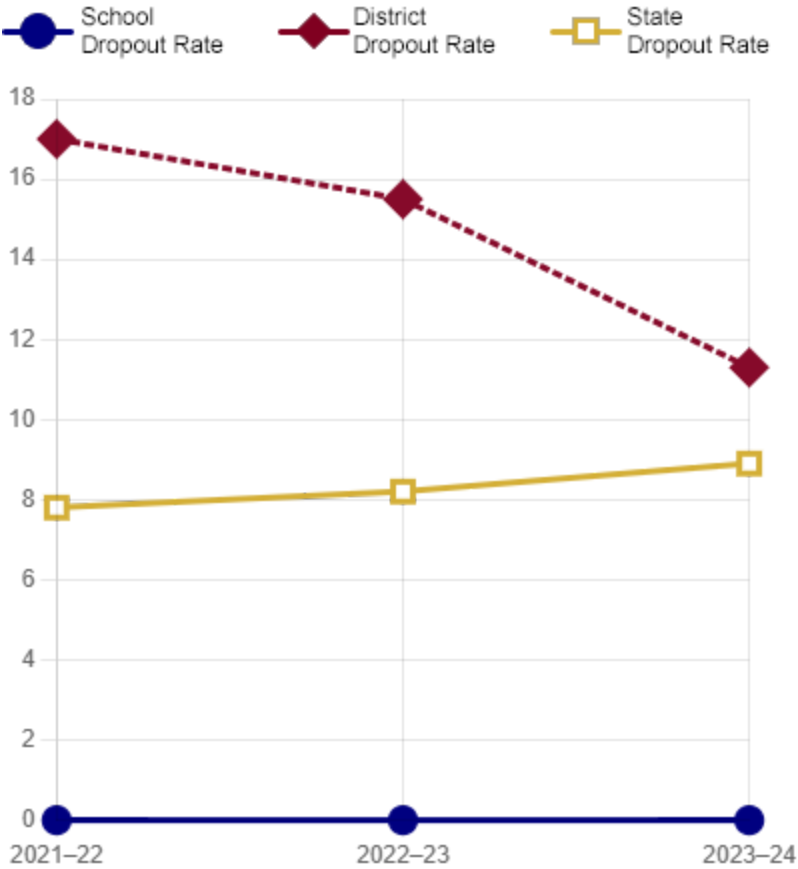
| Indicator       | School<br>2021–<br>22 | School<br>2022–<br>23 | School<br>2023–<br>24 | District<br>2021–<br>22 | District<br>2022–<br>23 | District<br>2023–<br>24 | State<br>2021–<br>22 | State<br>2022–<br>23 | State<br>2023–<br>24 |
|-----------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Graduation Rate |                       |                       |                       | 62.1%                   | 66.9%                   | 67.0%                   | 87.0%                | 86.2%                | 86.4%                |
| Dropout Rate    |                       |                       |                       | 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



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)**

| <b>Student Group</b>                          | <b>Number of<br/>Students<br/>in Cohort</b> | <b>Number of<br/>Cohort<br/>Graduates</b> | <b>Cohort<br/>Graduation<br/>Rate</b> |
|-----------------------------------------------|---------------------------------------------|-------------------------------------------|---------------------------------------|
| All Students                                  | 0.0                                         | 0.0                                       | 0.0%                                  |
| Female                                        | 0.0                                         | 0.0                                       | 0.0%                                  |
| Male                                          | 0.0                                         | 0.0                                       | 0.0%                                  |
| Non-Binary                                    | 0.0                                         | 0.0                                       | 0.0%                                  |
| American Indian or Alaska Native              | 0.0                                         | 0.0                                       | 0.0%                                  |
| Asian                                         | 0.0                                         | 0.0                                       | 0.0%                                  |
| Black or African American                     | 0.0                                         | 0.0                                       | 0.0%                                  |
| Filipino                                      | 0.0                                         | 0.0                                       | 0.0%                                  |
| Hispanic or Latino                            | 0.0                                         | 0.0                                       | 0.0%                                  |
| Native Hawaiian or Pacific Islander           | 0.0                                         | 0.0                                       | 0.0%                                  |
| Two or More Races                             | 0.0                                         | 0.0                                       | 0.0%                                  |
| White                                         | 0.0                                         | 0.0                                       | 0.0%                                  |
| English Learners                              | 0.0                                         | 0.0                                       | 0.0%                                  |
| Foster Youth                                  | 0.0                                         | 0.0                                       | 0.0%                                  |
| Homeless                                      | 0.0                                         | 0.0                                       | 0.0%                                  |
| Socioeconomically Disadvantaged               | 0.0                                         | 0.0                                       | 0.0%                                  |
| Students Receiving Migrant Education Services | 0.0                                         | 0.0                                       | 0.0%                                  |
| Students with Disabilities                    | 0.0                                         | 0.0                                       | 0.0%                                  |

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                                  | 165                   | 159                                     | 44                        | 27.7%                    |
| Female                                        | 80                    | 76                                      | 17                        | 22.4%                    |
| Male                                          | 85                    | 83                                      | 27                        | 32.5%                    |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | 11                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 92                    | 88                                      | 30                        | 34.1%                    |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White                                         | 54                    | 53                                      | 10                        | 18.9%                    |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 98                    | 94                                      | 36                        | 38.3%                    |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 18                    | 16                                      | 8                         | 50.0%                    |

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.

## 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<br>2021–<br>22 | School<br>2022–<br>23 | School<br>2023–<br>24 | District<br>2021–<br>22 | District<br>2022–<br>23 | District<br>2023–<br>24 | State<br>2021–<br>22 | State<br>2022–<br>23 | State<br>2023–<br>24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 18.24%                | 16.18%                | 6.06%                 | 0.93%                   | 0.91%                   | 0.64%                   | 3.17%                | 3.60%                | 3.28%                |
| Expulsions  | 1.18%                 | 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                                  | 6.06%            | 0%              |
| Female                                        | 2.5%             | 0%              |
| Male                                          | 9.41%            | 0%              |
| Non-Binary                                    | 0%               | 0%              |
| American Indian or Alaska Native              | 0%               | 0%              |
| Asian                                         | 0%               | 0%              |
| Black or African American                     | 18.18%           | 0%              |
| Filipino                                      | 0%               | 0%              |
| Hispanic or Latino                            | 7.61%            | 0%              |
| Native Hawaiian or Pacific Islander           | 0%               | 0%              |
| Two or More Races                             | 0%               | 0%              |
| White                                         | 0%               | 0%              |
| English Learners                              | 0%               | 0%              |
| Foster Youth                                  | 0%               | 0%              |
| Homeless                                      | 0%               | 0%              |
| Socioeconomically Disadvantaged               | 8.16%            | 0%              |
| Students Receiving Migrant Education Services | 0%               | 0%              |
| Students with Disabilities                    | 11.11%           | 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 Link](#)?

**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 2021–22)**

| <b>Subject</b>        | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-22</b> | <b>Number of Classes*<br/>23-32</b> | <b>Number of Classes*<br/>33+</b> |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | 18.00                     | 6                                  | 2                                   |                                   |
| Mathematics           | 18.00                     | 3                                  | 5                                   |                                   |
| Science               | 23.00                     | 2                                  | 5                                   |                                   |
| Social Science        | 24.00                     | 4                                  | 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 2022–23)**

| <b>Subject</b>        | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-22</b> | <b>Number of Classes*<br/>23-32</b> | <b>Number of Classes*<br/>33+</b> |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | 20.00                     | 4                                  | 4                                   | 0                                 |
| Mathematics           | 18.00                     | 5                                  | 4                                   | 0                                 |
| Science               | 26.00                     | 0                                  | 6                                   | 0                                 |
| Social Science        | 26.00                     | 0                                  | 7                                   | 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)**

| <b>Subject</b>        | <b>Average Class Size</b> | <b>Number of Classes*<br/>1-22</b> | <b>Number of Classes*<br/>23-32</b> | <b>Number of Classes*<br/>33+</b> |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | 21.00                     | 3                                  | 4                                   |                                   |
| Mathematics           | 18.00                     | 5                                  | 3                                   |                                   |
| Science               | 24.00                     | 2                                  | 4                                   |                                   |
| Social Science        | 23.00                     | 3                                  | 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)**

| <b>Title</b>                  | <b>Ratio</b> |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 79           |

\* 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)**

| <b>Title</b>                                                  | <b>Number of FTE* Assigned to School</b> |
|---------------------------------------------------------------|------------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                                     |
| 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                                   | \$9755.23                    | \$1202.50                           | \$8552.73                             | \$85938.76             |
| District                                      | N/A                          | N/A                                 | \$8838.92                             | \$93452.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 3.29%                                 | 8.30%                  |
| State                                         | N/A                          | N/A                                 | \$10770.62                            | \$94129.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 22.95%                                | 9.09%                  |

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

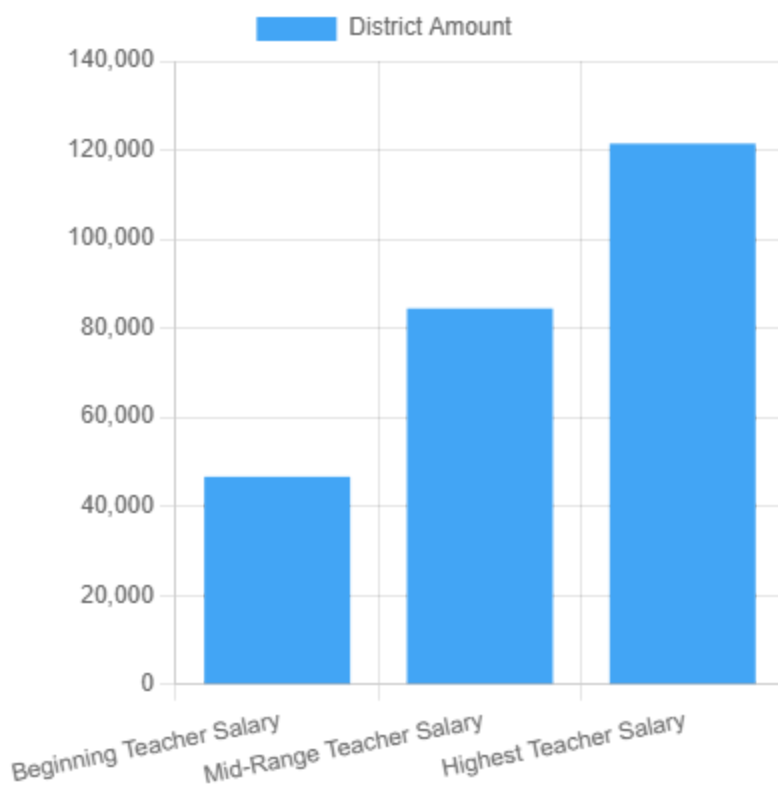
Types of Services Funded (Fiscal Year 2023–24)

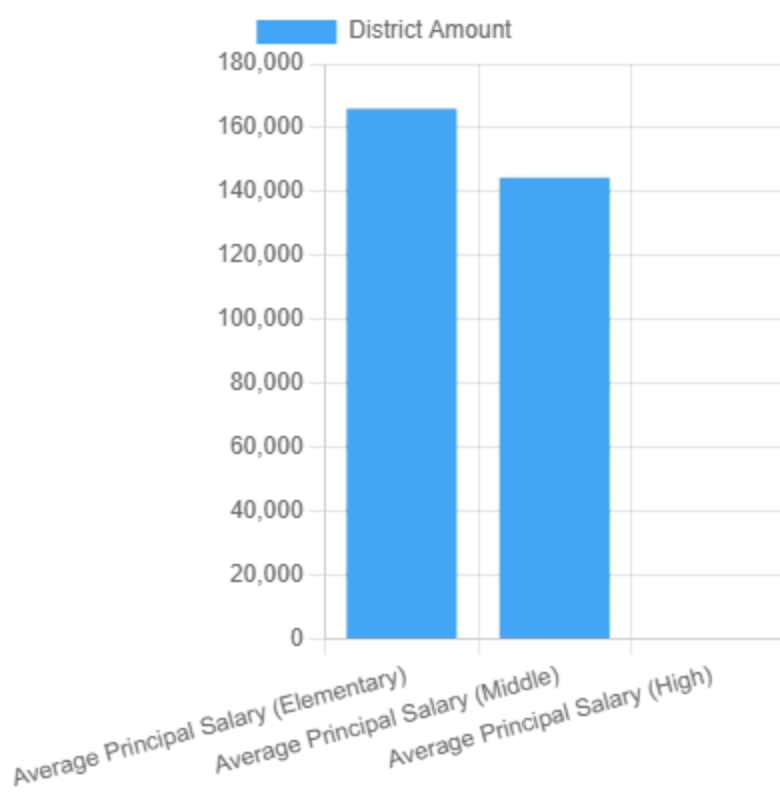
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## Teacher and Administrative Salaries (Fiscal Year 2022–23)

| 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 %

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

\* 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       |