

Academy of Careers and Exploration

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Academy of Careers and Exploration
Street	13943 Rivers Edge Rd.
City, State, Zip	Helendale, Ca, 92342
Phone Number	760-952-1266
Principal	William Brown
E-mail Address	wbrown@helendalesd.com
Web Site	www.helendalesd.com
Grades Served	7-12
CDS Code	36677360116723

District Contact Information	
District Name	Helendale School District
Phone Number	760-952-1180
Superintendent	Ross Swearingen
E-mail Address	rswearingen@helendalesd.com
Web Site	www.helendalesd.com

School Description and Mission Statement (Most Recent Year)

The Academy of Careers and Exploration exists to prepare every student to learn and work in the 21st century. At the heart of this mission is our belief that all students can learn, a belief that is coupled with our commitment to high standards of learning that we expect all students to achieve.

Academy of Careers and Exploration 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 Academy of Careers and Exploration 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 are challenged to reach their maximum potential.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	8
Grade 8	10
Grade 9	79
Grade 10	72
Grade 11	49
Grade 12	38
Total Enrollment	256

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7
Asian	2.7
Filipino	1.6
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.4
White	46.5
Two or More Races	5.1
Socioeconomically Disadvantaged	52.3
English Learners	3.5
Students with Disabilities	8.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	13	14	44
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.5	9.5
All Schools in District	87.6	12.4
High-Poverty Schools in District	94.5	5.5
Low-Poverty Schools in District	82.3	17.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe/McGraw Hill -Adopted: 2010 Hol - Adopted: 2010	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1 - Glencoe/McGraw Hill - Adopted: 2008 Algebra 1 - Glencoe - Adopted: 2003 Geometry - Glencoe - Adopted: 2008 Mathematics - Houghton Mifflin - Adopted: 2006 Calculus- Houghton Mifflin Harcourt, Adopted: 2010	Yes	0
Science	Science - Addison Wesley Prentice Hall Adopted: 2007 Science - Glencoe - Adopted: 2007 Science - Harcourt Brace - Adopted: 2008 Science - MacMillan/ McGraw Hill - Adopted: 2007 Physical Science - Holt - Adopted: 2007	Yes	0
History-Social Science	History/Social Science - Holt, Rinehart & Winston - Adopted: 2006 Economics - Prentice Hall - Adopted: 2006	Yes	0
Foreign Language	Foreign Language - McDougal Littell - Adopted: 2004	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 were built in 2010 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The 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. 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 principal communicates with the custodial staff as needed concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 14, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 14, 2014				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	59	35	44
Mathematics	25	23	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	10	9	90.0	--	--	--	--
	8	14	13	92.9	62	31	8	0
	11	41	39	95.1	8	13	38	41
Male	7		6	60.0	--	--	--	--
	8		4	28.6	--	--	--	--
	11		23	56.1	13	22	48	17
Female	7		3	30.0	--	--	--	--
	8		9	64.3	--	--	--	--
	11		16	39.0	0	0	25	75
Asian	11		1	2.4	--	--	--	--
Filipino	11		1	2.4	--	--	--	--
Hispanic or Latino	7		6	60.0	--	--	--	--
	8		7	50.0	--	--	--	--
	11		16	39.0	0	0	44	56
White	7		2	20.0	--	--	--	--
	8		5	35.7	--	--	--	--
	11		20	48.8	15	25	35	25
Two or More Races	7		1	10.0	--	--	--	--
	8		1	7.1	--	--	--	--
	11		1	2.4	--	--	--	--
Socioeconomically Disadvantaged	7		4	40.0	--	--	--	--
	8		6	42.9	--	--	--	--
	11		7	17.1	--	--	--	--
English Learners	7		1	10.0	--	--	--	--
	8		1	7.1	--	--	--	--
Students with Disabilities	8		1	7.1	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	10	9	90.0	--	--	--	--
	8	14	13	92.9	85	15	0	0
	11	41	38	92.7	24	39	29	8
Male	7		6	60.0	--	--	--	--
	8		4	28.6	--	--	--	--
	11		22	53.7	32	41	27	0
Female	7		3	30.0	--	--	--	--
	8		9	64.3	--	--	--	--
	11		16	39.0	13	38	31	19
Asian	11		1	2.4	--	--	--	--
Filipino	11		1	2.4	--	--	--	--
Hispanic or Latino	7		6	60.0	--	--	--	--
	8		7	50.0	--	--	--	--
	11		16	39.0	13	50	31	6
White	7		2	20.0	--	--	--	--
	8		5	35.7	--	--	--	--
	11		19	46.3	32	37	26	5
Two or More Races	7		1	10.0	--	--	--	--
	8		1	7.1	--	--	--	--
	11		1	2.4	--	--	--	--
Socioeconomically Disadvantaged	7		4	40.0	--	--	--	--
	8		6	42.9	--	--	--	--
	11		7	17.1	--	--	--	--
English Learners	7		1	10.0	--	--	--	--
	8		1	7.1	--	--	--	--
Students with Disabilities	8		1	7.1	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	50	73	53	55	74	51	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	53
Male	64
Female	58
Black or African American	--
Asian	--
Hispanic or Latino	52
White	66
Two or More Races	--
English Learners	--
Students with Disabilities	47
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	27
% of pupils completing a CTE program and earning a high school diploma	27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	92.61
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	31.15

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	68	69	57	68	70	45	57	56	58
Mathematics	49	68	61	49	70	41	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	20	24	59	28	13
All Students at the School	43	24	33	39	39	22
Male	49	26	26	34	42	24
Female	36	22	42	44	36	19
Hispanic or Latino	52	31	17	45	41	14
White	29	24	47	30	45	24
Socioeconomically Disadvantaged	48	26	26	45	39	16

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.40	26.90	38.80

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	9.50	0.00	6.00	9.50	0.00	6.00	13.10	11.40	11.50
Graduation Rate	88.10	91.67	85.07	88.10	91.67	85.07	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	101.67	101.67	84.6
Black or African American	87.5	87.5	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino	50	50	96.49
Hispanic or Latino	107.14	107.14	81.28
Native Hawaiian/Pacific Islander			83.58
White	102.94	102.94	89.93
Two or More Races	150	150	82.8
Socioeconomically Disadvantaged	57.14	57.14	61.28
English Learners			50.76
Students with Disabilities	96.43	96.43	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.15	5.85	2.02	5.92	2.56	1.13	5.07	4.36	3.80
Expulsions	0.43	0.00	0.00	0.22	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Academy of Careers and Exploration School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2016.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	4	6		11	21	4	1	19	8	5	2
Mathematics	18	8	2	1	14	13	6	1	15	10	7	1
Science	23	3	4	1	11	18	3		19	8	4	2
Social Science	25	1	5		11	13	5		15	9	4	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,624	\$417	\$8,207	83,354
District	N/A	N/A	\$7,734	\$75,277
Percent Difference: School Site and District	N/A	N/A	6.1	10.7
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	53.5	40.8

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

Types of Services Funded (Fiscal Year 2014-15)

The Academy of Careers and Exploration offers numerous services for the variety of students who attend the school. Students are encouraged to take required courses if they plan on attending a four-year college or university. The school is the process of increasing course offerings that comply with the A-G requirements for the UC/CSU systems. In addition students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the academic counselor to discuss their four year plan. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. The school offers teachers designated to assist English Learners, as needed. Teachers collaborate in SSTs or IEPs to assess students' performances who require additional services. Additional servicing may be provided by the school's RSP teacher or provided through SELPA and/or San Bernardino County Services.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,290	\$39,948
Mid-Range Teacher Salary	\$60,247	\$57,401
Highest Teacher Salary	\$79,237	\$73,183
Average Principal Salary (Elementary)	\$82,650	\$94,578
Average Principal Salary (Middle)	\$92,143	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$151,120	\$112,657
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		N/A

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

From 2013-2016, the Academy of Careers and Exploration held multiple staff development days devoted to:

- Student Engagement
- Assessments
- Differentiated Instruction
- WASC Accreditation process, preparation, and procedures

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Academy of Careers and Exploration supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow -up on previous training, or 3) follow -up training for newly implemented programs/curricula. From 2013-2016, the Academy of Careers and Exploration teachers attended the following events hosted by the Helendale School District:

- PBIS (Positive Behavior and Supports)
- Legal/Due Process Pross (Web-IEP)
- Illuminate data System for assessments, assignments, and parent/student portal
- LCFF & LCAP
- ERW C course sponsored by the CSU
- CTI Induction Training: CTI Support Provider Follow Up Sessions
- Common Core Implementation for ELA Teachers
- Safety Plan T raining
- Singapore Math
- 6+1 Traits for Writing
- Mental Health First Aid
- Probationary Teacher Induction
- Common Core Implementation for Math
- Go Math Curriculum Training

Academy of Careers and Exploration offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.