

Academy of Careers and Exploration

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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/>.

2025-26 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	Scott Bates
Email Address	sbates@helendalesd.com
School Website	https://www.helendalesd.org/Schools/ACE-and-RMS-School/index.html
Grade Span	7-12
County-District-School (CDS) Code	36677360116723

2025-26 District Contact Information

District Name	Academy of Careers and Exploration
Phone Number	(760) 952-1180
Superintendent	William Laird
Email Address	wlaird@helendalesd.com
District Website	www.helendalesd.org

2025-26 School Description and Mission Statement

Academy of Careers and Exploration Mission Statement:

Our mission is to prepare every student to learn and work in the 21st century. We are committed to high standards of learning, student success with engaging curriculum, and supporting their social and emotional well-being.

Our vision is to create an inclusive environment that reaches the underserved high school population of Helendale School District and the High Desert. We aspire to provide equal access to a nurturing and intellectually stimulating education, promoting holistic student development and building strong community partnerships to support academic and social-emotional growth.

2025-26 School Description and Mission Statement

- Our Student Learning Outcomes (SLOs) are encapsulated in the acronym GOALS:
- Grit: Cultivating resilience and perseverance in the face of challenges.
 - Occupational Development: Preparing students with the skills and knowledge necessary for career success.
 - Academic Achievement: Ensuring students meet or exceed academic standards.
 - Lifelong Learning: Fostering a love for learning and adaptability to new knowledge and skills.
 - Social Proficiency: Developing effective communication, collaboration, and interpersonal skills.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	7
Grade 8	5
Grade 9	75
Grade 10	80
Grade 11	62
Grade 12	56
Total Enrollment	285

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.7
Asian	1.4
Black or African American	6
Filipino	1.4
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.8
White	33.7
English Learners	4.6
Foster Youth	0.4
Homeless	7
Socioeconomically Disadvantaged	46
Students with Disabilities	9.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.4	81.61	239.9	73.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	0.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	18.32	9.5	2.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	67.5	20.82	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.5	1.39	15831.9	5.67
Total Teaching Positions	14	100	324.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.4	80.96	262.3	80.17	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	5.29	2.1	0.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	5.43	53.6	16.38	11746.9	4.23
Unknown/Incomplete/NA	1.1	8.25	3.1	0.95	14303.8	5.15
Total Teaching Positions	14.1	100	327.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	10.8	75.12	290.1	83.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6	1.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	5.91	3.8	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	9.94	44.1	12.67	12112.8	4.34
Unknown/Incomplete/NA	1.2	8.9	4.1	1.19	13705.8	4.91
Total Teaching Positions	14.3	100	348.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.8
Misassignments	2.50	0.7	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	0.7	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0.7	0.4
Total Out-of-Field Teachers	0.00	0.7	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25	7.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	3.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
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 - Local Adoption 2016	0
Mathematics	Algebra I - Houghton Mifflin Harcourt - Local Adoption 2015 Algebra II - Houghton Mifflin Harcourt - Local Adoption 2015 Geometry - Houghton Mifflin Harcourt - Local Adoption 2015 Pre-Calculus - Houghton Mifflin Harcourt - Local Adoption 2015	0
Science	Inspire Earth Science - McGraw Hill - Local Adoption 2020 Inspire Biology - McGraw Hill - Local Adoption 2020 Inspire Chemistry - McGraw Hill - Local Adoption 2020 Inspire Physical Science - McGraw Hill - Local Adoption 2020	0
History-Social Science	Savvas/Pearson - Local Adoption 2021	0
Foreign Language	Vista Higher Learning - Local Adoption 2022	0
Health	Edmentum - Local Adoption 2020	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (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.

School Facility Conditions and Planned Improvements

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 the 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.

Year and month of the most recent FIT report	August 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate			
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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	32	46	47	47	48
Mathematics (grades 3-8 and 11)	21	21	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	69	97.18	2.82	31.88
Female	31	29	93.55	6.45	27.59
Male	40	40	100.00	0.00	35.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	39	97.50	2.50	28.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	42.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	12.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	70	98.59	1.41	21.43
Female	31	31	100.00	0.00	9.68
Male	40	39	97.50	2.50	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	26.32
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.85	21.54	30.15	27.91	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	121	98.37	1.63	23.97
Female	53	51	96.23	3.77	15.69
Male	70	70	100.00	0.00	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	17.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	34.21
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

2024-25 Career Technical Education Programs

During the 2024–25 school year, the Academy of Careers and Exploration (ACE) offered Career Technical Education (CTE) programs aligned to the California Career Technical Education Model Curriculum Standards adopted pursuant to Education Code Section 51226. CTE opportunities available to ACE students were primarily focused within the Public Safety career sector and were designed to integrate academic instruction with applied, career-focused learning. These programs emphasized foundational knowledge, employability skills, and exposure to careers in public service and emergency response.

CTE program sequences were conducted directly by the Helendale School District and delivered on campus by credentialed instructors. Coursework within the Public Safety pathway included sequenced classes such as Emergency Dispatch and related public safety coursework that supported skill development, career exploration, and alignment with postsecondary options. ACE also maintained articulation and dual enrollment opportunities with local community colleges, allowing students to earn college credit and advance along defined college and career pathways while meeting graduation requirements.

Career Technical Education programs were supported through the district's CTE Advisory Committee, which provided guidance on program relevance and alignment to workforce needs. The advisory committee included district leadership and representatives from public safety and emergency services as well as postsecondary education partners, ensuring that CTE offerings remained aligned to industry standards, regional employment opportunities, and continuous program improvement.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	84
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.9

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.18
Graduates Who Completed All Courses Required for UC/CSU Admission	14.04

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100.0	100.0	100.0	100.0	100.0
Grade 9	90.6	88.2	89.4	88.2	90.6

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.

2025-26 Opportunities for Parental Involvement

Parents and guardians at the Academy of Careers and Exploration (ACE) are encouraged to be active partners in their child's education. ACE promotes family engagement through regular communication, parent-teacher conferences, counselor

2025-26 Opportunities for Parental Involvement

meetings, and school events focused on academic progress, college and career readiness, and student well-being. Families are invited to attend and support school activities such as assemblies, exhibitions of student work, performances, athletic events, and informational meetings. When available, parents may also participate in volunteer opportunities or school-based activities in accordance with district policies and established visitor procedures.

ACE maintains ongoing communication with families through email, phone calls, automated notifications, and the Aeries Parent Portal, which allows parents to monitor attendance, grades, and academic progress. Parents are encouraged to contact teachers, counselors, or administrators at any time during the school year to discuss student progress or concerns. Appointments may be scheduled through the school office to ensure timely and meaningful collaboration. All campus visitors are required to sign in at the main office and follow safety protocols to maintain a secure learning environment.

Parents seeking additional information or wishing to become more involved may contact the ACE administration at (760) 952-1266 or visit the Helendale School District website at www.helendalesd.com. ACE values parent input and engagement as a critical component of student success and continuous school improvement, consistent with the school's mission to prepare students for college, career, and lifelong learning.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.2	1.7	0	15.5	11.3	17	8.2	8.9	8
Graduation Rate	95.2	98.3	96.7	66.9	67	66.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	58	96.7
Female	25	25	100.0
Male	35	33	94.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	27	26	96.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	22	95.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	30	96.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	308	61	19.8
Female	147	142	32	22.5
Male	171	166	29	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	17	2	11.8
Filipino	--	--	--	--
Hispanic or Latino	174	167	38	22.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	101	101	18	17.8
English Learners	16	15	4	26.7
Foster Youth	--	--	--	--
Homeless	23	23	4	17.4
Socioeconomically Disadvantaged	174	168	42	25.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	35	10	28.6

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: 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.83	5.73	5.97	0.91	0.64	0.44	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.97	0.00
Female	2.72	0.00
Male	8.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.98	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	17.39	0.00
Socioeconomically Disadvantaged	9.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.57	0.00

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.

2025-26 School Safety Plan

The Academy of Careers and Exploration (ACE) maintains a Comprehensive School Safety Plan (CSSP) designed to ensure a safe, secure, and supportive learning environment for students and staff. The CSSP was most recently reviewed and updated during the 2024–25 school year and was discussed with school faculty and a student representative as part of the annual review process. The plan was reviewed and approved by the ACE School Site Council on February 9, 2026, and subsequently approved by the Helendale School District Board of Education on February 11, 2026, in compliance with California Education Code requirements.

The CSSP addresses key elements related to campus safety and emergency preparedness, including procedures for responding to emergencies, disaster response and evacuation plans, protocols for incidents involving student or staff safety, and strategies for maintaining a positive school climate. The plan incorporates coordination with local emergency responders, outlines expectations for drills and staff training, and aligns with district policies related to health, safety, and student supervision. School-wide behavioral expectations and supports, including Positive Behavioral Interventions and Supports (PBIS), are also integrated to promote a safe and respectful school environment.

The CSSP is reviewed annually and updated as needed to reflect changes in campus conditions, best practices, or legal requirements. ACE remains committed to continuous improvement in school safety through staff collaboration, student input, and coordination with district leadership. Copies of the Comprehensive School Safety Plan are available for review upon request, consistent with applicable public access guidelines. The Comprehensive School Site Safety Plan was developed for ACE Charter School in collaboration with local agencies, the district office, and the School Site Council to fulfill Senate Bill 187 requirements. Components of this plan include; disaster response procedures, evacuation procedures, procedures for safe arrival and departure from school, monthly safety drills, youth development strategies, student and staff physical safety strategies, AED applications, and school climate strategies. The Helendale School District Safety Committee meets regularly to update the safety plan in order to meet the safety needs of our facilities. The plan is reviewed annually by the School Site Council and then reviewed and discussed with school staff in February each year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	20	8	0
Mathematics	10	20	5	0
Science	11	16	5	1
Social Science	10	22	3	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	16	4	1
Mathematics	13	15	3	
Science	15	10	4	1
Social Science	12	17	4	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	14	5	
Mathematics	14	11	6	
Science	15	10	5	
Social Science	15	14	5	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	189.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10507.00	\$2315.00	8192.00	\$84344.00
District	N/A	N/A	\$11000.16	\$80913.00
Percent Difference - School Site and District	N/A	N/A	-29.3	4.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-30.6	-17.1

Fiscal Year 2024-25 Types of Services Funded

During the 2024–25 school year, the Academy of Careers and Exploration (ACE) funded instructional programs and services to support student achievement and close achievement gaps. These services included reduced class sizes, access to standards-aligned instructional materials, and supplemental academic programs such as Edmentum to provide personalized instruction in English language arts and mathematics. ACE also offered after-school tutoring to provide targeted academic support, with priority given to English Learners and socioeconomically disadvantaged students. Technology resources were funded to support student access to digital learning tools and instructional devices.

ACE funded student support services to promote a positive school climate and address students’ social-emotional and behavioral needs. These services included school counseling, attendance and behavior interventions coordinated by site administration, and implementation of Positive Behavioral Interventions and Supports (PBIS). Additional supports included bilingual instructional assistance for English Learners, professional development for staff to improve instructional and behavioral practices, and transportation services to ensure consistent student access to school programs.

College and career readiness services were also funded to prepare students for postsecondary success. These services

Fiscal Year 2024-25 Types of Services Funded

included Career Technical Education (CTE) pathway courses, academic and career counseling, dual enrollment and articulation opportunities with local community colleges, and support for completion of A–G course requirements. Collectively, these programs and services supported ACE’s Local Control and Accountability Plan goals by providing academic, behavioral, and career-focused supports aligned to student needs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,855	\$61,516
Mid-Range Teacher Salary	\$92,032	\$95,479
Highest Teacher Salary	\$132,386	\$125,208
Average Principal Salary (Elementary)	\$186,368	\$152,668
Average Principal Salary (Middle)	\$160,564	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$217,999	\$242,781
Percent of Budget for Teacher Salaries	28.6%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered	3

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

Professional Development

During the 2024–25 school year, the Academy of Careers and Exploration (ACE) provided ongoing professional development to support high-quality instruction, student engagement, and effective classroom practices. Professional development opportunities were aligned to state academic standards, Local Control and Accountability Plan (LCAP) goals, and identified student needs, with emphasis on improving instruction in English language arts and mathematics. Teachers participated in site-based training, district-led professional learning, and county or SELPA-sponsored workshops to strengthen instructional strategies and support diverse learners.

Professional development focused on evidence-based instructional practices, including differentiated instruction, formative assessment, integrated English Language Development, and strategies to support English Learners and socioeconomically disadvantaged students. Staff also received training related to Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and classroom management to promote a positive and inclusive school climate. These trainings were designed to ensure consistency in instructional and behavioral expectations across classrooms and to support student academic and social-emotional growth.

In addition, ACE supported new and early-career teachers through participation in an approved teacher induction program, providing mentoring and professional learning to build instructional capacity and ensure credential completion. Professional development activities were monitored through administrative walkthroughs, observations, and collaboration with district leadership to ensure alignment with school goals and continuous improvement efforts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	6