

Academy of Careers and Exploration

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ms. Diana Green, Principal

Principal, Academy of Careers and Exploration

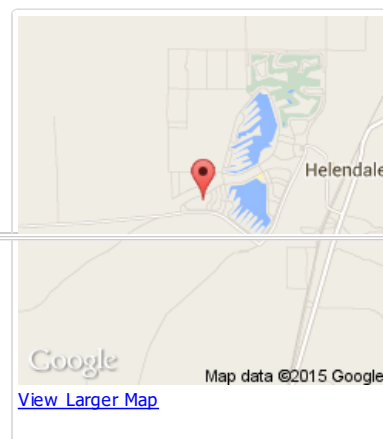
About Our School

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 received 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 will be challenged to reach their maximum potential.

Contact

13943 Rivers Edge Rd.
Helendale, CA 92342

Phone: 760-952-1266
E-mail: dgreen@helendalesd.com



About This School

Contact Information - Most Recent Year

School	
School Name	Academy of Careers and Exploration
Street	13943 Rivers Edge Rd.
City, State, Zip	Helendale, Ca, 92342
Phone Number	760-952-1266
Principal	Ms. Diana Green, Principal
E-mail Address	dgreen@helendalesd.com
Web Site	www.helendalesd.org/helendale_aceeagles/?mo
County-District-School (CDS) Code	36677360116723

District	
District Name	Helendale Elementary
Phone Number	(760) 952-1180
Web Site	www.helendalesd.org
Superintendent First Name	Ross
Superintendent Last Name	Swearingen
E-mail Address	rswearingen@helendalesd.com

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

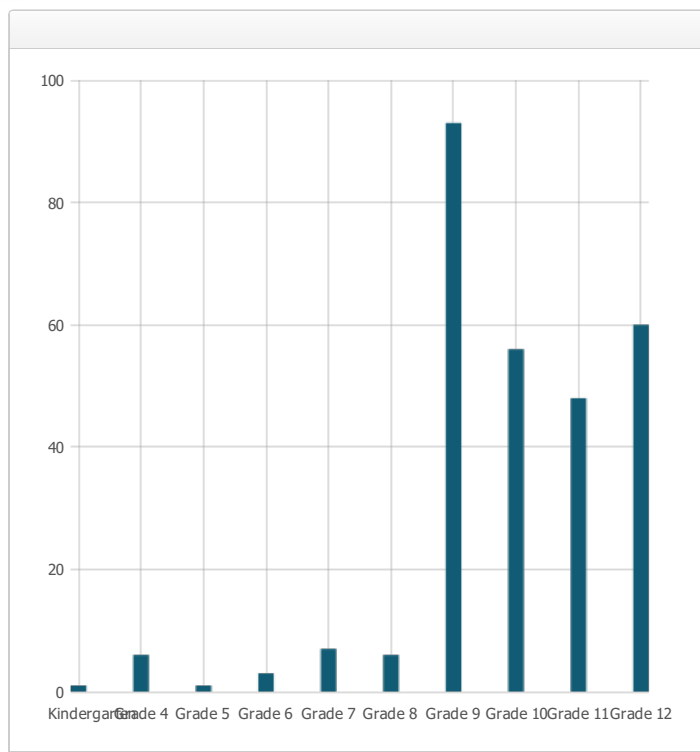
The Academy of Careers and Exploration exists to prepare every student to learn and work in the 21st century. At the heart of this mission is our belief that all students can learn, a belief that is coupled with our commitment to high standards of learning that we expect all students to achieve.

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.

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

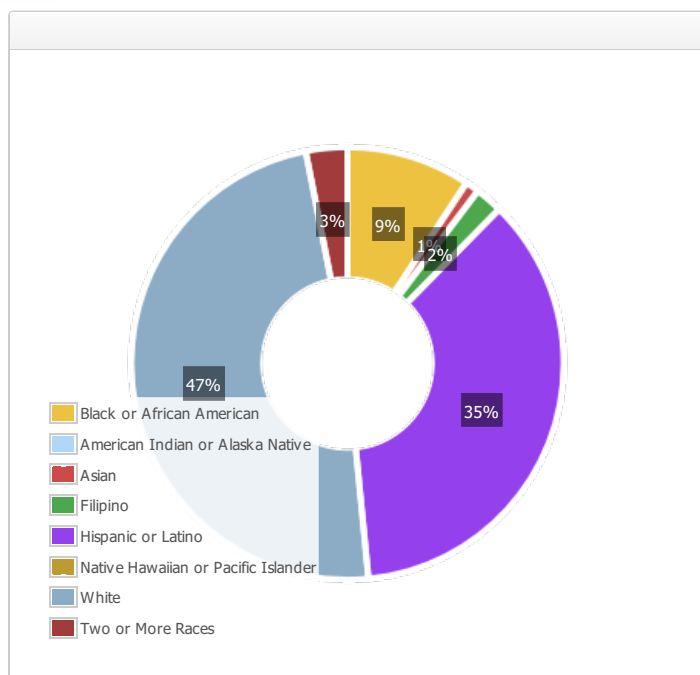
Grade Level	Number of Students
Kindergarten	1
Grade 4	6
Grade 5	1
Grade 6	3
Grade 7	7
Grade 8	6
Grade 9	93
Grade 10	56
Grade 11	48
Grade 12	60
Total Enrollment	281



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	2.5
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.0
White	47.3
Two or More Races	3.2
Socioeconomically Disadvantaged	52.3
English Learners	3.2
Students with Disabilities	9.3



Last updated: 1/30/2015

A. Conditions of Learning

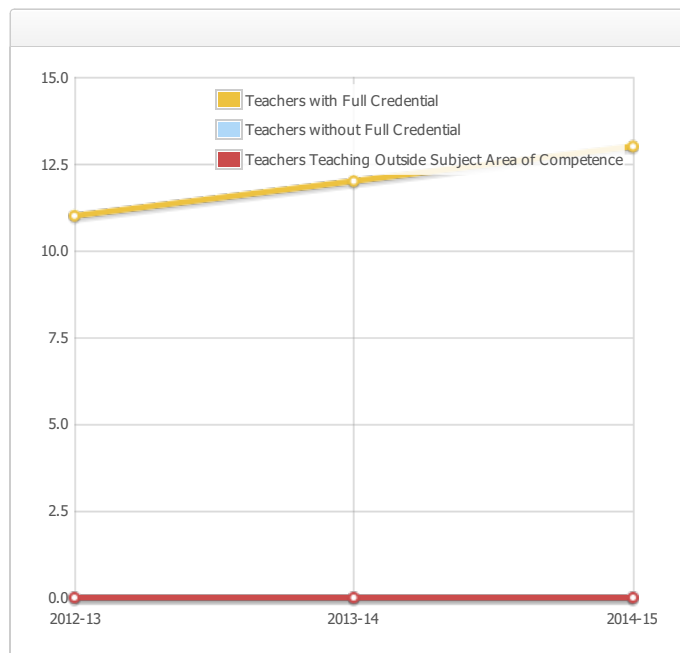
State Priority: Basic

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

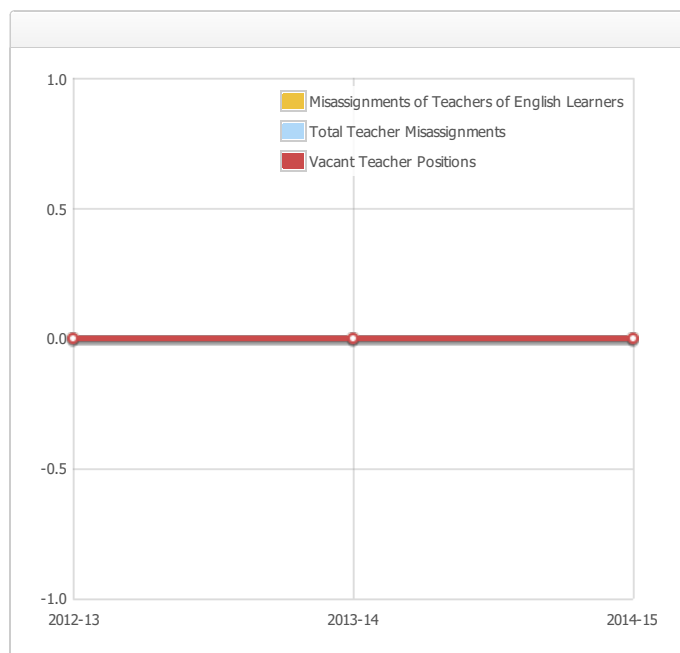
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	12	13	46
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/3/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	91	9
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	86	14

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 - Most Recent Year

Year and month in which data were collected: October 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	- Glencoe/McGraw Hill -Adopted: 2010 - Hol - Adopted: 2010	Yes	0.0
Mathematics	- Algebra 1 - Glencoe/McGraw Hill - Adopted: 2008 - Algebra 1 - Glencoe - Adopted: 2003 - Geometry - Glencoe - Adopted: 2008 - Mathematics - Houghton Mifflin - Adopted: 2006	Yes	0.0
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	0.0
History-Social Science	- History/Social Science - Holt, Rinehart & Winston - Adopted: 2006 - Economics - Prentice Hall - Adopted: 2006	Yes	0.0
Foreign Language	Foreign Language - McDougal Littell - Adopted: 2004	Yes	0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqpmt(9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.		0.0

Last updated: 1/30/2015

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.

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Date of last inspection: January 23, 2014
Interior: Interior Surfaces	Good	Date of last inspection: January 23, 2014
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Date of last inspection: January 23, 2014
Electrical: Electrical	Good	Date of last inspection: January 23, 2014
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Date of last inspection: January 23, 2014
Safety: Fire Safety, Hazardous Materials	Good	Date of last inspection: January 23, 2014
Structural: Structural Damage, Roofs	Good	Date of last inspection: January 23, 2014
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Date of last inspection: January 23, 2014

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	50	70	65	55	66	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	66
All Students at the School	70
Male	71
Female	69
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	88
Native Hawaiian or Pacific Islander	
White	66
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/30/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55%	49%	58%	55%	55%	56%	54%	56%	55%
Mathematics	18%	17%	16%	40%	47%	38%	49%	50%	50%
History-Social Science	47%	43%	44%	46%	43%	48%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	6	6
Similar Schools	7	8	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	29	-3	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	22	16	-11
Two or More Races			
Socioeconomically Disadvantaged		20	5
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	66.3

2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission

42.4

State Priority: Other Pupil Outcomes

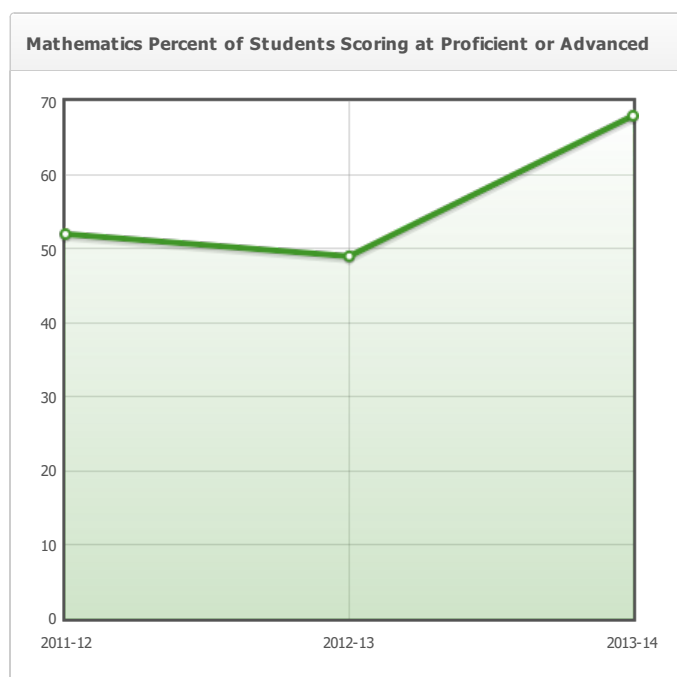
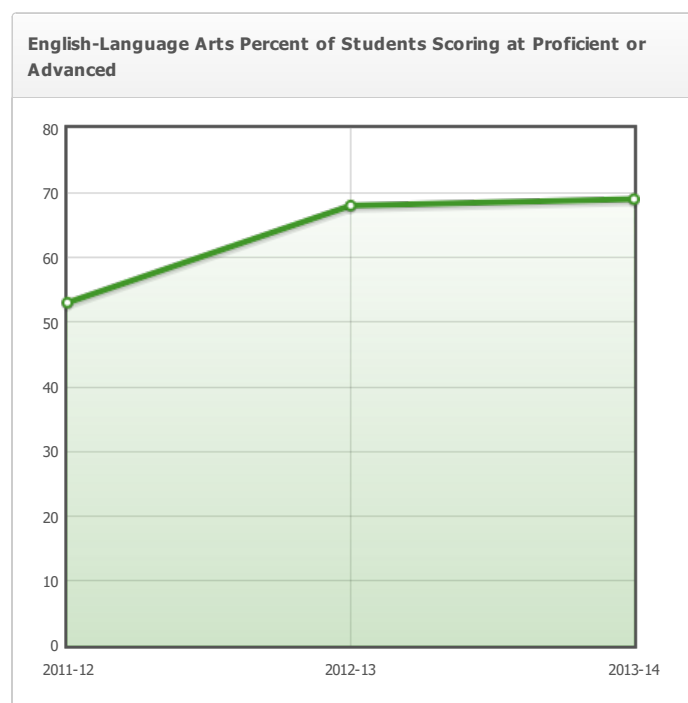
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	53%	68%	69%	53%	68%	70%	56%	57%	56%
Mathematics	52%	49%	68%	52%	49%	70%	58%	60%	62%

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.



Last updated: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	30%	34%	36%	30%	37%	33%
All Students at the School	31%	35%	35%	32%	34%	34%
Male	44%	33%	22%	23%	42%	35%
Female	16%	36%	48%	42%	25%	33%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	6%	53%	41%	24%	53%	24%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	48%	15%	37%	32%	28%	40%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43%	33%	24%	53%	32%	16%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.4%	19.5%	44.2%

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.

Last updated: 1/30/2015

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

Last updated: 1/30/2015

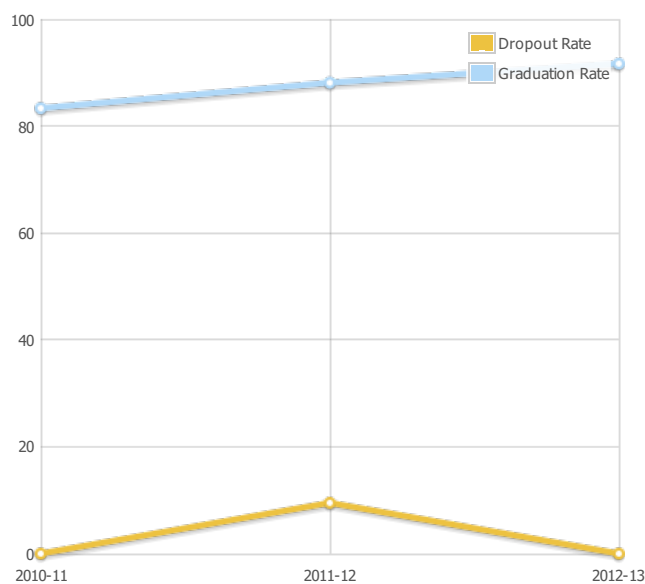
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	9.5	0.0	0.0	9.5	0.0	14.7	13.1	11.4
Graduation Rate	83.33	88.1	91.67	83.33	88.1	91.67	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	100	100	84
Black or African American	100	100	75
American Indian or Alaska Native			77
Asian	200	200	92
Filipino			92
Hispanic or Latino	100	100	80
Native Hawaiian or Pacific Islander			84
White	93	93	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	111	111	82
English Learners			53
Students with Disabilities	80	80	60

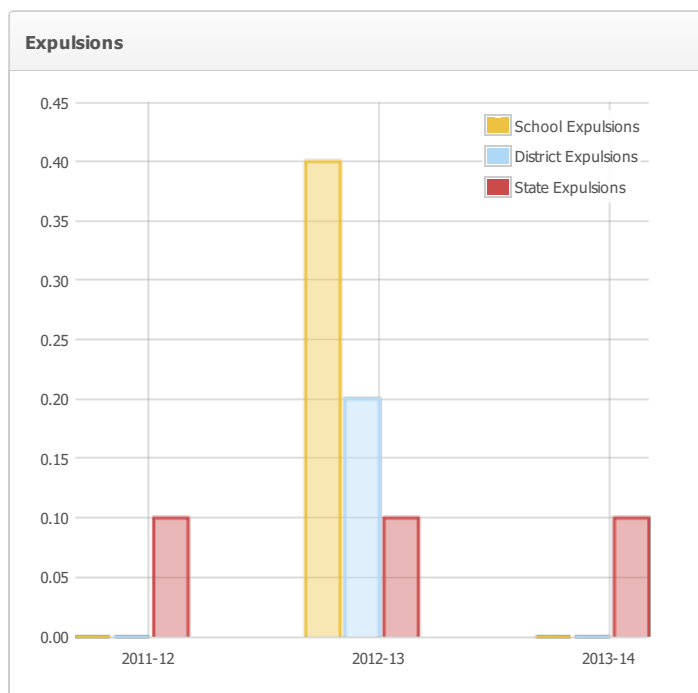
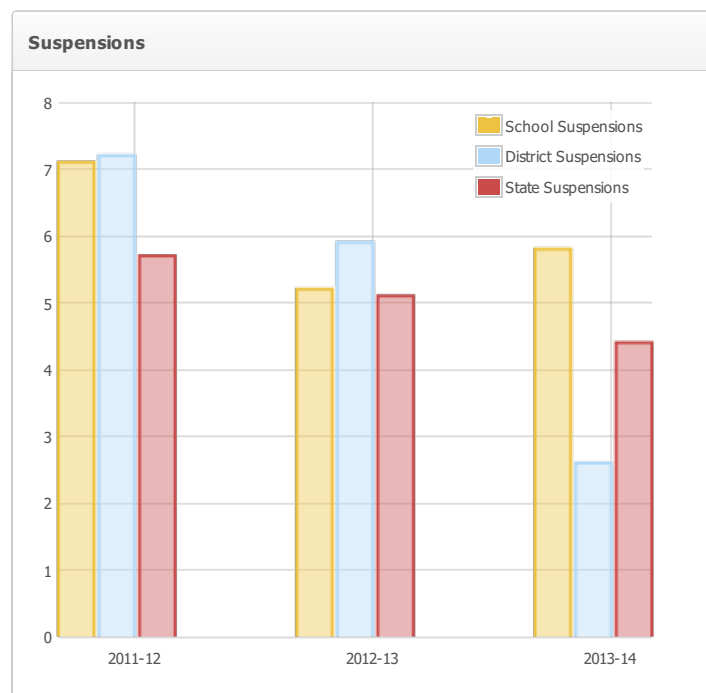
State Priority: School Climate

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

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.10	5.20	5.80	7.20	5.90	2.60	5.70	5.10	4.40
Expulsions	0.00	0.40	0.00	0.00	0.20	0.00	0.10	0.10	0.10



Last updated: 1/30/2015

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 March 2014.

Last updated: 1/30/2015

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	Yes
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	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	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

2011-12					2012-13					2013-14			
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+	
English	21.1	6	5	1	21.0	4	6		11.0	21	4	1	
Mathematics	17.8	9	5	0	18.0	8	2	1	14.0	13	6	1	
Science	18.3	4	4	1	23.0	3	4	1	11.0	18	3		
Social Science	17.0	5	5	0	25.0	1	5		11.0	13	5		

* 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.

Last updated: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	
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 (non-teaching)		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.

Last updated: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,228	\$417	\$6,757	\$58,482
District	N/A	N/A	\$6,496	\$62,693
Percent Difference – School Site and District	N/A	N/A	4.00%	-10.20%
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	-20.00%	-14.80%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

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 designate 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.

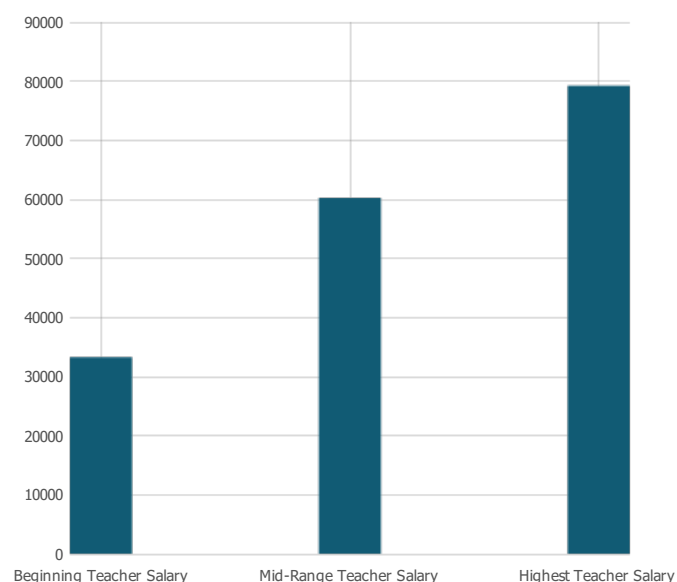
Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

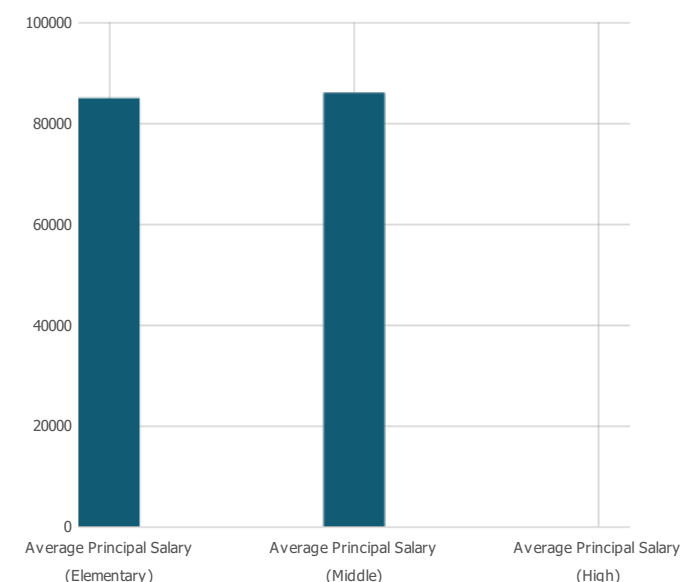
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,290	\$38,970
Mid-Range Teacher Salary	\$60,247	\$56,096
Highest Teacher Salary	\$79,237	\$71,434
Average Principal Salary (Elementary)	\$84,929	\$91,570
Average Principal Salary (Middle)	\$86,000	\$97,460
Average Principal Salary (High)	\$00	\$99,544
Superintendent Salary	\$115,000	\$107,071
Percent of Budget for Teacher Salaries	40.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2015

Professional Development – Most Recent Three Years

During the 2013-14 school year, 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. During the 2013-14 school year, Riverview Middle School's 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
- ERWC course sponsored by the CSU
- BTSA induction training: BTSA Support Provider Follow Up Sessions
- Common Core Implenetation for ELA Teachers
- Safety Plan Training
- Singapore Math

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.

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