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Mojave River Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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, 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 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).

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 (School Year 2017-18)

School Contact Information	
School Name	Mojave River Academy
Street	19900 National Trails Hwy.
City, State, Zip	Oro Grande, CA 92368
Phone Number	(760) 245-3222
Principal	Keri Hemsley
E-mail Address	nlewis@mojaveriver.net
Web Site	www.mojaveriver.net
CDS Code	36-67827-0111807

District Contact Information	
District Name	Mojave River Academy
Phone Number	(760) 243-5884
Superintendent	Dr. Heather Griggs
E-mail Address	heather_griggs@orogrande.org
Web Site	www.mojaveriver.net

School Description and Mission Statement (School Year 2017-18)

Mojave River Academy believes that a quality education for all students can be achieved through high standards for academic performance and behavior. Mojave River Academy is an independent study school for kindergarten through twelfth grade that is dedicated to ensuring the academic success of every student and providing a safe, nurturing, rigorous, and relevant educational experience. The Independent Study program at Mojave River Academy is known for its personalized focus by teachers and staff encouraging critical thinking, problem solving, responsibility and ultimately success for all students on an individual basis. Weekly individualized instruction is the cornerstone of this independent study program.

Mojave River Academy's mission is to empower our students through an extraordinary choice in education by providing quality programs that gives a variety of learning opportunities to our students. We offer a rigorous 21st century curriculum that prepares our students to compete in today's Global marketplace.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	9
Grade 1	14
Grade 2	15
Grade 3	19
Grade 4	17
Grade 5	21
Grade 6	32
Grade 7	53
Grade 8	92
Grade 9	120
Grade 10	212
Grade 11	295
Grade 12	493
Total Enrollment	1,392

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.8
Asian	0.3
Filipino	0.1
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.7
White	27.9
Two or More Races	3.6
Socioeconomically Disadvantaged	74.2
English Learners	12.8
Students with Disabilities	2.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	151	149	68	151
Without Full Credential	5	6	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 12/20/2017

Mojave River Academy has determined that each site within the charter has sufficient and good quality textbooks and instructional materials. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the Charter are aligned with the California State Content Standards and Frameworks and have been approved by the Charter Board.

Students receive instruction on research techniques and library usage. For additional research materials and Internet availability, students are encouraged to visit the numerous branches of the San Bernardino County public library which contains numerous computer workstations.

Each resource center at Mojave River Academy contains computers for student use. Computer resources within the centers are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students are assessed using various online assessments.

Students receive computer-assisted instruction on a regular schedule supporting all content areas.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Grades K-12, ERWC (California State University) (Adopted in 2016)	Yes	0%
Mathematics	McGraw- Hill 2012 Common Core Adoption (K-6) Glencoe Common Core Adoption (7th Grade - Integrated Math 3) (Adopted 2012)	Yes	0%
Science	Houghton Mifflin: Grades K-6 (Adopted in 2007) Prentice Hall: Grades 7-12 (Adopted in 2007)	Yes	0%
History-Social Science	Houghton Mifflin: Grades K-6 (Adopted in 2006) History Alive (TCI) Grades 7-12 (Adopted 2013)	Yes	0%
Foreign Language	Realidades (Spanish) Pearson (Adopted 2014)	Yes	0%
Health	Positive Prevention Plus (2017)	Yes	0%
Visual and Performing Arts	Glencoe Grades 7-12 (Adopted 2008)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Prentice Hall Grades 9-12 (Adopted 2007)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mojave River Academy provides a safe, clean environment for students, staff, and volunteers. Learning Centers are located at different sites. Locations include leased space in Oro Grande, West Victorville, Victorville, Colton, Adelanto, Barstow, Bakersfield, Tehachapi, Fontana, Palm Springs, Hesperia, Phelan, Desert Hot Springs and Beaumont.

Maintenance and Repair
Safety concerns are the number one priority of Maintenance and Operations. Charter staff are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work order process with each landlord is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets in learning centers are in working order.

Cleaning Process and Schedule
Staff ensures that all classrooms and facilities are in good working order. Classrooms are cleaned regularly. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the contracted services to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
Mojave River Academy does not participate in the Deferred Maintenance Program, but does set aside sufficient funds for routine repair and maintenance.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12-1-14				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any repairs needed or action taken are coordinated through tenant improvement contracts with lease holder
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 of the most recent FIT report: 12-1-14			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	18	18	29	28	48	48
Mathematics (grades 3-8 and 11)	3	4	15	15	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	743	715	96.23	18.18
Male	336	326	97.02	16.56
Female	407	389	95.58	19.54
Black or African American	64	60	93.75	15
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	424	407	95.99	18.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	214	209	97.66	16.27
Two or More Races	26	25	96.15	16
Socioeconomically Disadvantaged	567	544	95.94	16.73
English Learners	95	93	97.89	9.68
Students with Disabilities	17	17	100	5.88
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	741	711	95.95	3.52
Male	335	323	96.42	4.95
Female	406	388	95.57	2.32
Black or African American	63	58	92.06	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	406	95.98	2.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	214	208	97.2	4.81
Two or More Races	26	25	96.15	8
Socioeconomically Disadvantaged	565	540	95.58	2.59
English Learners	95	93	97.89	2.15
Students with Disabilities	17	17	100	0
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	20	18	52	33	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	35.88
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.1	28.9	13.2
7	21.6	10.8	6.8
9	24.2	16.4	10.1

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 State priority: Parental Involvement (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 (School Year 2017-18)

Mojave River Academy understands the importance of parents involvement in their students education. All parents and community members members are encouraged to participate in our Local Control Accountability Plan meetings to ensure that program and resources are being used to best educated the students of Mojave River Academy. Parents who wish to volunteer or participate in Mojave River Academy leadership teams, school committees, or school activities may contact the school's office.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	31.7	26.1	26.4	1.5	4.9	4	11.5	10.7	9.7
Graduation Rate	42.32	47.32	51.03	73.6	42.16	96	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	88.68	89.09	87.11
Black or African American	95.24	94.59	79.19
American Indian or Alaska Native	50	55.56	80.17
Asian	0	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	86.97	86.99	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	92.11	92.68	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	87.5	88.45	85.45
English Learners	82.46	82.76	55.44
Students with Disabilities	78.95	80	63.9
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.2	3.0	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Parents and visitors are welcomed and required to check in at the school upon arrival.The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.The school evaluates the evacuation plan annually and updates it as needed. Evacuation procedures, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	5	294	1		4	295			17	71	1	11
Mathematics	3	339			3	209			6	70		3
Science	5	128			4	185			10	70		2
Social Science	4	283			4	350			10	118	1	13

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	800
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,783	$232	$8,552	$57,850
District	N/A	N/A	$13,186	$57,850
Percent Difference: School Site and District	N/A	N/A	-42.6	0.0
State	N/A	N/A	$6,574	$61,939
Percent Difference: School Site and State	N/A	N/A	26.2	-6.8

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

Types of Services Funded (Fiscal Year 2016-17)

The Oro Grande School District provides the following services to Mojave Rover Academy; special education and support for English Learners. Additionally, the school sites provide the following: Math tutoring.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$42,598
Mid-Range Teacher Salary		$62,232
Highest Teacher Salary		$80,964
Average Principal Salary (Elementary)		$102,366
Average Principal Salary (Middle)		$104,982
Average Principal Salary (High)		
Superintendent Salary		$117,868
Percent of Budget for Teacher Salaries	11%	32%
Percent of Budget for Administrative Salaries	15%	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 2016-17)

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		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The Charter offers staff development throughout the year, where staff members are offered professional growth opportunities in curriculum, instructional strategies strategies, course counseling, Common Core, cognitive coaching and new standardized assessments. These training include; mandated health and safety trainings. For additional support in their profession, new teachers enlist the services of the District's Beginning Teacher Induction (CTI). Additionally, state-mandated training for health and safety issues are included in regular training throughout the year.