

Mojave River Academy- Rockview Park

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|-------------------------------------|
| School Name | Mojave River Academy- Rockview Park |
| Street | 14466 Main St, Suite B-100 |
| City, State, Zip | Hesperia, CA 92345 |
| Phone Number | (760) 245-3222 |
| Principal | Keri Hemsley |
| Email Address | khemsley@mojaveriver.net |
| School Website | www.mojaveriver.net |
| County-District-School (CDS) Code | 36678270137216 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------------|
| District Name | Mojave River Academy - Rockview Park |
| Phone Number | (760) 243-5884 |
| Superintendent | Derrick Delton |
| Email Address | ddelton@orogrande.org |
| District Website | www.mojaveriver.net |

2023-24 School Description and Mission Statement

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 transitional 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.

About this School

| 2022-23 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 7 |
| Grade 1 | 10 |
| Grade 2 | 13 |
| Grade 3 | 15 |
| Grade 4 | 11 |
| Grade 5 | 15 |
| Grade 6 | 20 |
| Grade 7 | 22 |
| Grade 8 | 23 |
| Grade 9 | 36 |
| Grade 10 | 30 |
| Grade 11 | 59 |
| Grade 12 | 61 |
| Total Enrollment | 322 |

| 2022-23 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 51.2% |
| Male | 48.8% |
| Asian | 0.3% |
| Black or African American | 6.2% |
| Hispanic or Latino | 67.7% |
| Two or More Races | 5% |
| White | 20.2% |
| English Learners | 14.3% |
| Homeless | 2.5% |
| Socioeconomically Disadvantaged | 89.4% |
| Students with Disabilities | 9.9% |

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.

2020-21 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) | 3.20 | 26.82 | 126.10 | 51.07 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 12.00 | 4.86 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 13.70 | 5.57 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 8.80 | 73.10 | 87.70 | 35.52 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 7.30 | 2.98 | 18854.30 | 6.86 |
| Total Teaching Positions | 12.10 | 100.00 | 247.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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) | 2.90 | 22.12 | 112.40 | 48.87 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.30 | 4.06 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 11.10 | 4.83 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 10.00 | 76.74 | 92.20 | 40.06 | 11953.10 | 4.28 |
| Unknown | 0.10 | 1.07 | 5.00 | 2.18 | 15831.90 | 5.67 |
| Total Teaching Positions | 13.10 | 100.00 | 230.10 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 8.80 | 10.00 |
| Total Out-of-Field Teachers | 8.80 | 10.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 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 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

12/02/2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent 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) Aleks McGraw Hill (Math Intervention) | Yes | 0 |
| Science | Savvas Learning Company (Adopted in 2021) Discovery Education: Grades K-5 (Adopted in 2021) | 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 |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

10/21/2020

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| 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 | 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.

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.

ELA and 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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 19 | 17 | 25 | 24 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 4 | 1 | 7 | 7 | 33 | 34 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 181 | 178 | 98.34 | 1.66 | 17.42 |
| Female | 101 | 98 | 97.03 | 2.97 | 20.41 |
| Male | 80 | 80 | 100.00 | 0.00 | 13.75 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 125 | 122 | 97.60 | 2.40 | 18.03 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 41 | 41 | 100.00 | 0.00 | 14.63 |
| English Learners | 30 | 29 | 96.67 | 3.33 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 164 | 161 | 98.17 | 1.83 | 16.77 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | 21 | 95.45 | 4.55 | 0.00 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 182 | 178 | 97.80 | 2.20 | 1.13 |
| Female | 102 | 98 | 96.08 | 3.92 | 1.02 |
| Male | 80 | 80 | 100.00 | 0.00 | 1.27 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 125 | 121 | 96.80 | 3.20 | 1.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 41 | 41 | 100.00 | 0.00 | 0.00 |
| English Learners | 30 | 29 | 96.67 | 3.33 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 165 | 162 | 98.18 | 1.82 | 1.24 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | 21 | 95.45 | 4.55 | 0.00 |

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

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 6.99 | 5.78 | 0.00 | 0.00 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 177 | 174 | 98.31 | 1.69 | 5.78 |
| Female | 99 | 98 | 98.99 | 1.01 | 7.14 |
| Male | 78 | 76 | 97.44 | 2.56 | 4.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 116 | 113 | 97.41 | 2.59 | 4.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 8.33 |
| White | 36 | 36 | 100.00 | 0.00 | 8.33 |
| English Learners | 27 | 26 | 96.30 | 3.70 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 156 | 153 | 98.08 | 1.92 | 5.92 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | 21 | 95.45 | 4.55 | 0.00 |

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.46 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 5 | 100 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | 95.1 | 100 | 100 | 100 | 100 |

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.

2023-24 Opportunities for Parental Involvement

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.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 2.3 | 10.9 | 13.1 | 8.5 | 9.3 | 22.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 83.7 | 76.1 | 86.9 | 80.6 | 84.4 | 76.3 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 61 | 53 | 86.9 |
| Female | 33 | 30 | 90.9 |
| Male | 28 | 23 | 82.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 39 | 32 | 82.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 13 | 11 | 84.6 |
| Socioeconomically Disadvantaged | 59 | 51 | 86.4 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 426 | 400 | 31 | 7.8 |
| Female | 205 | 198 | 14 | 7.1 |
| Male | 221 | 202 | 17 | 8.4 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 29 | 26 | 3 | 11.5 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 288 | 272 | 23 | 8.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 21 | 19 | 1 | 5.3 |
| White | 84 | 79 | 4 | 5.1 |
| English Learners | 61 | 58 | 5 | 8.6 |
| Foster Youth | 3 | 3 | 3 | 100.0 |
| Homeless | 31 | 29 | 6 | 20.7 |
| Socioeconomically Disadvantaged | 380 | 357 | 30 | 8.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 48 | 43 | 5 | 11.6 |

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 and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.00 | 3.63 | 3.21 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.04 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 1 | 42 | | |
| 1 | 2 | 41 | | |
| 2 | 2 | 48 | | |
| 3 | 2 | 42 | | |
| 4 | 2 | 54 | | |
| 5 | 2 | 42 | | |
| 6 | 3 | 48 | | |
| Other | 5 | 1 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 5 | 14 | | |
| 1 | 3 | 10 | | |
| 2 | 8 | 10 | | |
| 3 | 6 | 10 | | |
| 4 | 4 | 15 | | |
| 5 | 5 | 16 | | |
| 6 | 4 | 29 | | |
| Other | 15 | 3 | 2 | |

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|--------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 4 | 5 | 0 | 0 |
| 1 | 5 | 10 | 0 | 0 |
| 2 | 4 | 16 | 0 | 0 |
| 3 | 8 | 10 | 0 | 0 |
| 4 | 6 | 10 | 0 | 0 |
| 5 | 4 | 22 | 0 | 0 |
| 6 | 9 | 14 | 0 | 0 |
| Other | 14 | 2 | 2 | 0 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 3 | 84 | | |
| Mathematics | 2 | 72 | | |
| Science | 3 | 51 | | |
| Social Science | 2 | 82 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 3 | 76 | | |
| Mathematics | 3 | 65 | | |
| Science | 4 | 43 | | |
| Social Science | 3 | 76 | | |

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 | 3 | 87 | 0 | 0 |
| Mathematics | 3 | 60 | 0 | 0 |
| Science | 3 | 48 | 0 | 0 |
| Social Science | 3 | 90 | 0 | 0 |

2022-23 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 | 247.69 |

2022-23 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.6 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$11,682 | 0 | \$11,682 | \$47,545 |
| District | N/A | N/A | \$11,682 | \$64,352 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -25.0 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | 55.7 | -56.1 |

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$56,238 | \$54,215 |
| Mid-Range Teacher Salary | \$70,563 | \$86,843 |
| Highest Teacher Salary | \$100,165 | \$111,440 |
| Average Principal Salary (Elementary) | \$137,309 | \$140,851 |
| Average Principal Salary (Middle) | \$157,889 | \$147,065 |
| Average Principal Salary (High) | \$157,889 | \$142,189 |
| Superintendent Salary | \$264,808 | \$252,466 |
| Percent of Budget for Teacher Salaries | 6.7% | 33.16% |
| Percent of Budget for Administrative Salaries | 20.4% | 5.15% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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 | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

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, 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.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | | |