



Oro Grande School District
Mojave River Academy
2007-2008 School Accountability Report Card

Mojave River Academy

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Kindergarten - Twelfth Grade

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Data Sources

Data within the SARC was provided by Oro Grande School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

School Profile

Mojave River Academy opened in the 2006-07 school year. The school served 434 students in kindergarten through grade twelve in 2007-08. The school's staff believes that 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. Student body demographics are illustrated at right.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	15.7%
American Indian	0.2%
Asian	0.0%
Caucasian	30.6%
Filipino	0.7%
Hispanic or Latino	46.1%
Pacific Islander	0.5%
Multiple or No Response	6.2%

Discipline & Climate for Learning

Students at Mojave River Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Mojave River Academy's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school believes parents are partners in enforcing the discipline policies. Students follow a strict behavior and honor code. Parents and students are informed of discipline policies through the Master Agreement which is signed by both the parent and student at the beginning of each semester.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	-	0	0	5	7	12
Suspension Rate	-	0.0%	0.0%	1.9%	1.2%	1.0%
Expulsions	-	0	0	0	0	0
Expulsion Rate	-	0.0%	0.0%	0.0%	0.0%	0.0%

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Mojave River Academy. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Class Size

Mojave River Academy is an independent study school and does not have average class sizes. The pupil-to-teacher ratio is 23.1:1. Students meet with their teacher individually on a weekly basis.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
Mathematics	-	-	18	-	-	12	-	-	5	-	-	1

Enrollment By Grade

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	-	7	8
1st	-	6	6
2nd	-	6	10
3rd	-	5	6
4th	-	10	9
5th	-	8	15
6th	-	9	15
7th	-	36	20
8th	-	17	29
9th	-	36	71
10th	-	48	87
11th	-	49	75
12th	-	51	83

Regular daily attendance is a priority at Mojave River Academy. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, and if necessary, home visits. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. This chart illustrates the enrollment trend by grade level for the past three school years.

Curriculum Development

All training and curriculum development activities at Mojave River Academy revolve around the California State Content Standards and Frameworks. Teachers meet weekly on Wednesday with the principal to review student progress and analyze and evaluate state testing results. Professional development activities were provided during the 2007-08 school year to support the adoption and implementation of the "Standards Plus" program. In the program, students receive 20 minutes of language arts and 30 minutes of math instruction that is directly tied to state standards every day. The area of focus changes each week. Students are tested when needed, then are regrouped based on their understanding of the lessons. The program has proven to be very effective in assisting students to reach state standards. Each student has an individualized program to fit their needs.

Mojave River Academy offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The school offers two staff development days.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to newly credentialed teachers. For experienced teachers, the Peer Assistance and Review (PAR) program utilizes the district's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.



Instructional Materials

Oro Grande School District held a Public Hearing on September 9, 2008 and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of *Williams vs. the State of California*. 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 district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Oro Grande School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoptions generally occur the year following the state's adoption.

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 Bernadino County public library which contains numerous computer workstations.

Each classroom at Mojave River Academy contains computers for student use. Computer resources within the classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities.

Students receive computer-assisted instruction on a regular schedule.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
7th-12th	English/ Language Arts	Prentice Hall	2006	Yes	0.0%
7th-12th	Foreign Language	N/A	2006	Yes	0.0%
7th-12th	Health	Glencoe	2006	Yes	0.0%
7th-12th	History/Social Science	Glencoe	2006	Yes	0.0%
K-6	Mathematics	Harcourt Brace	2002	Yes	0.0%
7th-12th	Mathematics	Holt	2006	Yes	0.0%
K-6	Science	Houghton Mifflin	2007	Yes	0.0%
7th-12th	Science	Prentice Hall	2006	Yes	0.0%
K-6	Social Science/ History	Houghton Mifflin	2006	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the numerous branches of the San Bernadino County public library which contain numerous computer workstations.

Science Lab Equipment

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.

Parent Involvement & Contact Information

Parents who wish to volunteer or participate in Mojave River Academy leadership teams, school committees, or school activities may contact the school's office at (760) 245-3222 or visit the website at www.mojaveriver.net.

School Facilities

Mojave River Academy provides a safe, clean environment for students, staff, and volunteers. Learning Centers are located at seven different sites. Locations include leased space in Oro Grande, Victorville, Colton, Adelanto, and Barstow. Recent remodeling and modernizations included new paint and carpet in Summer 2007, a new 4000 AMP entrance panel in July 2008, replacement of drinking fountains in July 2008, and hard surfaces on school grounds were re-done in June 2008. Facility information was current as of February 2009.

Safety

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 table below shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10-20-2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			2010-11 retrofit under Def. Maint. Hardship program.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			2011-12 retrofit under Def. Maint. Hardship program.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			2010-11 retrofit under Def. Maint. Hardship program.
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			Monthly service & as-needed additional
Drinking Fountains (Inside and Outside)	X			
Restrooms		X		2009-10 retrofit under Def. Maint. Hardship program.
Sewer		X		2009-10 retrofit under Def. Maint. Hardship program.
Roofs (observed from the ground, inside/outside the building)	X			2010-11 retrofit under Def. Maint. Hardship program.
Playground/School Grounds	X			
Overall Cleanliness	X			

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance 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 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 on school grounds 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 staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Mojave River Academy has no deferred maintenance budget for the 2008-09 school year.

Teacher Assignment

Mojave River Academy recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Mojave River Academy had 13 fully credentialed teachers.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	0	9	13	41
Without Full Credentials	0	2	7	15
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	60.2%	39.8%
District	70.4%	29.6%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	60.2%	39.8%

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Mojave River Academy. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California Standards Test

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. **Scores for grades 2-5 are not shown due to the small number of students tested.**

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science		Social Science					
	6	7	8	8	7	8	8		8					
	07	08	07	08	07	08	07	08	07	08				
All Students														
School	14	5	28	31	14	22	7	0	20	13	8	6	7	3
District	21	28	28	47	14	47	21	12	20	38	8	29	7	25
State	42	47	46	49	41	45	42	44	39	41	42	52	35	36
Males														
School	*	9	22	17	6	9	*	0	6	*	7	9	6	0
District	16	27	23	44	6	38	25	15	6	48	7	41	6	41
State	40	44	42	44	37	41	42	44	39	42	45	54	36	39
Females														
School	*	*	33	41	25	29	*	*	30	13	8	5	9	5
District	25	28	34	50	25	52	17	8	30	31	8	23	9	15
State	45	50	51	54	46	50	41	43	38	41	41	50	33	35
Socioeconomically Disadvantaged														
School	*	*	15	45	*	7	*	*	8	*	*	7	*	0
District	25	24	15	50	0	43	33	6	8	33	0	31	0	20
State	27	32	31	34	26	30	28	30	27	30	29	39	20	22
African American														
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0	0	0	45	0	0	0	0	0	27	0	0	0	0
State	29	33	32	35	27	31	24	26	22	24	25	35	20	22
Hispanic or Latino														
School	*	*	8	33	11	21	*	*	12	9	0	5	0	5
District	7	20	8	36	10	33	14	6	12	29	0	14	0	14
State	28	33	32	34	26	31	29	31	27	30	28	38	21	23
Caucasian														
School	*	*	62	*	*	*	*	*	38	*	*	*	*	*
District	0	37	62	66	0	62	0	20	39	58	0	52	0	41
State	61	66	66	68	62	63	58	60	54	57	60	70	52	53

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Social Science						
	9	10	11	10	11					
	07	08	07	08	07	08				
All Students										
School	9	12	4	7	2	7	2	0	2	0
District	9	29	4	21	2	7	2	21	2	0
State	47	49	37	41	37	37	29	33	35	38
Males										
School	3	11	3	6	0	9	4	0	0	0
District	3	33	3	21	0	9	4	29	0	0
State	43	45	33	37	33	33	34	38	37	40
Females										
School	19	13	5	7	4	5	0	0	4	0
District	20	25	5	22	4	6	0	16	4	0
State	53	53	41	45	41	41	26	29	33	36
Socioeconomically Disadvantaged										
School	10	10	6	3	0	9	0	0	0	0
District	10	24	6	12	0	10	0	9	0	0
State	32	33	21	26	22	22	17	20	22	24
African American										
School	*	*	*	0	*	*	*	*	*	*
District	0	8	0	10	0	0	0	15	0	0
State	33	34	23	26	22	22	15	19	19	21
Hispanic or Latino										
School	6	11	5	4	0	11	0	0	0	0
District	6	24	5	13	0	11	0	13	0	0
State	32	34	23	27	23	22	18	21	22	25
Caucasian										
School	19	17	5	13	8	4	6	0	8	0
District	19	42	5	32	8	4	6	29	8	0
State	66	68	55	57	52	53	44	49	48	51

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	-	-	1	
Similar Schools Rank	-	-	1	
All Students				
Actual Growth	-	B	-22	491
Hispanic or Latino				
Actual Growth	-	-	5	466
Caucasian				
Actual Growth	-	-	-69	506

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed to the right.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	Yes	Yes
Percent Proficient	No	No	Yes	No
API School Results	No		Yes	
Graduation Rate	No		No	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *The district does not receive Title I funds, therefore does not participate in program improvement.*

Physical Fitness

In the spring of each year, Mojave River Academy is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In 2007-08, 15.4% of ninth grade students at Mojave River Academy met all six fitness requirements.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table at right displays by student group the percent who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	34%	27%	*
African American	43%	6%	*
Hispanic or Latino	19%	18%	*
Caucasian	62%	49%	*

** Data was not available at the time of publication.*

College Preparation

Mojave River Academy offers college-bound students many opportunities to get a head start on their future. Students are encouraged to take the required courses if they plan to attend a four-year university or college.

Mojave River Academy offers no advanced placement courses for students seeking to qualify for college credit. Some students have taken classes through the Junior College in order to earn college credit.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	*	*	*	*	*	*	17.6	32.8	52.9
Mathematics	*	*	*	*	*	*	13.5	26.4	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	82.4	17.6	0	86.5	13.5	0
Male	80.0	20.0	0	79.2	20.8	0
Female	84.6	15.4	0	92.9	7.1	0
African American	0	0	0	100.0	0	0
Hispanic or Latino	78.3	21.7	0	86.4	13.6	0
White	88.2	11.8	0	76.5	23.5	0
Socioeconomically Disadvantaged	92.9	7.1	0	93.3	6.7	0

Staff 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 district offers 35 staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies on Wednesday afternoons.

Counseling & Support Staff

It is the goal of Mojave River Academy to assist students in their social and personal development as well as academics. The school provides special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The chart below is a list of support services offered at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Psychologist	1	As Needed
Speech/Language Specialist	1	0.2

It is Mojave River Academy's goal that all students are provided the support they need in order to experience success. The school's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are continually reviewed to align with state standards. Through teacher training, monitoring of student achievement, and modification of instruction, Mojave River Academy is able to offer programs to meet the individual needs of its students.

The school offers a variety of programs to students whose test results indicate they need additional support to achieve grade level proficiency. Students can receive tutoring in Reading and Math when they come in to meet with their teachers two to three times a week. In some cases, students may be referred to Special Education for further evaluation. The school continuously monitors the progress of students and maintains open communication with parents regarding their child's status throughout the school year.

For students whose primary language is not English and who have limited English proficiency, English Language Development (ELD) programs are offered at all grade levels. Students are identified for participation in ELD classes and programs based on the results of the California English Language Development Test (CELDT).

Mojave River Academy provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. Teams of teachers, administrators, and the participating students' parents develop Individual Education Plans (IEPs) to provide any additional services to assist students in successful academic careers, including assistance from our Resource Specialist Program (RSP). The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The Total Expenditures table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general fund state funding, Mojave River Academy School District receives state and federal categorical funding. The district receives federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Economic Impact Aid
- Instructional Materials
- Class Size Reduction
- Peer Assistance and Review
- Title I
- Home-to-School Transportation
- Mandated Costs Reimbursements
- School Improvement Program

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,508
From Restricted Sources	\$0
From Unrestricted Sources	\$5,508
District	
From Unrestricted Sources	\$5,508
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.78%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	-	\$37,322
Mid-Range Teachers	-	\$53,824
Highest Teachers	-	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	-	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	18.4%	37.6%
Administrative Salaries	13.9%	6.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School	
School	\$45,710
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	15.86%