



Serving Grades
Seven through Eight
CDS: 36 67587 6116370

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Chief Business Officer

Todd Beal
Chief Personnel Officer

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Mesa Linda Middle School

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Adelanto Elementary School District

Dr. Darlene Mossman, Principal
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2014-2015 School Accountability Report Card

Published in the 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

We at Mesa Linda strive to live out our school's mission of providing an inspiring learning environment where students gain the tools to design their own future. To that end, we offer a variety of learning opportunities for students ranging from broad elective choices to solid academic offerings. My vision as principal is to see Mesa Linda become the premier middle school in the high desert. With the efforts of our fine staff, community, and parent volunteers, and support from our district office, there's nothing standing in our way! Please study this document, completed in order to be in compliance with Proposition 98 carefully. Continuous improvement is our goal and examining all the data provided herein has enabled us to create plans to address issues needing improvement in a specific and intentional manner.

District Vision & Mission Statement

Mission Statement

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community

Vision Statement

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success

School Mission & Vision Statements

Mission

Mesa Linda Middle School, in partnership with the community, will seek to address the unique needs of the early adolescent in a changing society, by providing the skills and exploratory experiences that enable them to reach their fullest potential as independent critical thinkers, while embracing a diversified curriculum and school environment that fosters teamwork, curiosity, civic mindedness, 21st Century technology, and an emphasis on college and career readiness.

Vision

Mesa Linda is a forward thinking middle school preparing students for a rapidly changing world, equipping all with the ability to create collaboratively and experience 21st Century technology that leads to college and career readiness. Students will experience success for today and be prepared for tomorrow.

District & School Profile (School Year 2015-16)

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow.

A highly competent staff has established a close rapport with the students and community. Additionally, the school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	30.3%
American Indian or Alaska Native	0.7%
Asian	1.6%
Filipino	1.1%
Hispanic or Latino	53.9%
Native Hawaiian or Pacific Islander	1.0%
White	8.7%
Two or More Races	2.7%
English Learners	13.0%
Socioeconomically Disadvantaged	86.1%
Students with Disabilities	12.3%
Foster Youth	2.3%

School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Adelanto Elementary School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home. Students can attend Saturday School to make-up absences.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective. The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart indicates the enrollment for the last three years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
7th	459	375	428
8th	486	433	418

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2014-15)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	84.0%	16.0%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	36	31	31	378
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	11	16	8	36

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	16	0	0
Total Misassignments of Teachers	16	1	0
Vacant Teacher Positions	3	1	10

Textbooks & Instructional Materials (School Year 2015-16)

Adelanto Elementary School District held a public hearing on October 6, 2015 and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of *Williams vs. The State of California*.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects, as well as foreign language and health (as appropriate) for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbooks adoptions are illustrated in the chart.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	Houghton Mifflin/ Harcourt	Collections	2014	Yes	0.0%
7th-8th	Health	Holt	Decisions for Health	2005	Yes	0.0%
7th	History/Social Studies	McDougal Littell	Medieval and Early Modern Times	2006	Yes	0.0%
8th	History/Social Studies	McDougal Littell	Creating America, A History of the U.S.	2006	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin/ Harcourt	Go Math	2014	Yes	0.0%
7th-8th	Science	Prentice Hall	Focus On	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

Mesa Linda Middle School was originally constructed in 1999 and is currently comprised of 42 permanent classrooms, eight portable classrooms, a library, a staff lounge, a multi-purpose room/cafeteria, gymnasium, and an open recreation area.

Cleaning Process

The principal works daily with three full-time custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance & Repair

Mesa Linda Middle School provides a safe and clean environment for students, staff, and volunteers. District administrators utilize a scheduled maintenance program, which includes regular facilities inspections to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

At the time of publication 100% of Mesa Linda Middle School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 08/27/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8 YÜWjYbWm / ' FY a YXJU " 5WhjcbgHU _Yb' cf' Planned
	Good	: Ujf	Dccf	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Boys' Locker Room- Problems with HVAC system exist and Vents or surrounding areas are dirty (Remedied). Girls' Locker Room- Problems with HVAC system exist and Vents or surrounding areas are dirty.
Interior	X			620- Ceiling tiles are damaged, loose, missing or stained (Remedied).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains			X	Bldg 600 Boys', Girls, and Staff Restrooms- Restroom signage damaged, broken and/or missing (Remedied). Gym- Fixture/apparatus damaged, broken, missing or unsecured (Remedied). Multipurpose Room Boys' Restroom- Toilet paper dispensers empty (Remedied). Quad & Wrestling- Sink/fountain not working properly (Remedied). Bldg 600 Girls' Restroom- Sink/ fountain not working properly).
Safety (Fire Safety, Hazardous Materials)	X			Kitchen & Multipurpose Room- Fire extinguisher out of date or missing monthly inspection sign-off (Remedied). Wrestling- Cleansers not stored properly (Remedied).
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Basketball Courts- Play/sports equipment is broken, damaged or deteriorating (Remedied).

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11) for the 2014-15 school year.

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven for the 2014-15 school year.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	15	20	44
Mathematics (Grades 3-8 and 11)	5	11	33

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	423	411	97.2	61	25	12	2	409	96.7	71	23	4	1
Male	423	209	49.4	65	26	7	1	207	48.9	74	21	3	1
Female	423	202	47.8	56	23	17	3	202	47.8	68	25	5	0
Black or African American	423	113	26.7	70	25	4	1	111	26.2	82	15	2	0
American Indian or Alaska Native	423	1	0.2	--	--	--	--	1	0.2	--	--	--	--
Asian	423	6	1.4	--	--	--	--	6	1.4	--	--	--	--
Filipino	423	7	1.7	--	--	--	--	7	1.7	--	--	--	--
Hispanic or Latino	423	238	56.3	61	26	12	1	238	56.3	73	24	3	0
Native Hawaiian or Other Pacific Islander	423	3	0.7	--	--	--	--	3	0.7	--	--	--	--
White	423	33	7.8	55	15	21	9	33	7.8	45	39	9	3
Two or More Races	423	6	1.4	--	--	--	--	6	1.4	--	--	--	--
Socioeconomically Disadvantaged	423	372	87.9	63	25	10	1	370	87.5	74	21	4	1
English Learners	423	48	11.3	75	23	2	0	48	11.3	90	10	0	0
Students with Disabilities	423	43	10.2	88	5	2	0	43	10.2	88	7	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	420	393	93.6	53	28	16	1	396	94.3	76	18	4	1
Male	420	212	50.5	58	25	15	0	213	50.7	78	17	2	1
Female	420	181	43.1	49	32	17	2	183	43.6	74	18	5	1
Black or African American	420	117	27.9	64	26	9	0	118	28.1	84	11	2	0
American Indian or Alaska Native	420	3	0.7	--	--	--	--	3	0.7	--	--	--	--
Asian	420	4	1	--	--	--	--	4	1	--	--	--	--
Filipino	420	2	0.5	--	--	--	--	2	0.5	--	--	--	--
Hispanic or Latino	420	205	48.8	49	31	19	1	207	49.3	74	19	6	1
Native Hawaiian or Other Pacific Islander	420	5	1.2	--	--	--	--	5	1.2	--	--	--	--
White	420	36	8.6	50	19	22	3	36	8.6	69	22	3	6
Two or More Races	420	16	3.8	50	25	25	0	16	3.8	81	13	0	0
Socioeconomically Disadvantaged	420	353	84	56	27	14	1	356	84.8	77	17	3	1
English Learners	420	39	9.3	87	13	0	0	42	10	90	7	0	2
Students with Disabilities	420	44	10.5	89	7	0	0	44	10.5	98	0	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	46	32	37	34	34	32	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

State Priority: Other Pupil Achievement

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

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	32
School	37
African American/Black	26
Hispanic or Latino	41
White	41
Males	40
Females	35
Socioeconomically Disadvantaged	37
English Learners	15

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Physical Fitness (School Year 2014-15)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.3%	30.5%	27.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.
- Other local measures on the sense of safety.

Parent & Community Involvement (School Year 2014-15)

Parents are encouraged to get involved in Mesa Linda Middle School's learning community by volunteering their time, attending school events or sharing in the decision-making process. Parent representation is an integral component of the School Site Council, English Learner Advisory Council and Parent Teacher Student Association (PTSA). Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive and effective learning environment. In addition to our compliance committees, parents are encouraged to participate in our Back to School Night, parent-teacher conferences, monthly Coffee with the Principal and Bulldog Dad meetings. Mesa Linda Middle School provides a broad range of activities and events to support the learning process in and above the classroom environment. Throughout the year staff encourage parents to attend athletic events, parent meetings, student performances, award celebrations, science fair night and our art showcase.

Contact Information

Parents who wish to participate in Mesa Linda Middle School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 246-6363.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and

Discipline & Climate for Learning

A safe, respectful and responsible atmosphere and effective learning environment provide the basis for Mesa Linda's positive-based intervention and support system. Students learn self-discipline through consistent, fairly administered expectations. School expectations are shared with students and parents during Orientation and Back-to-School Night at the beginning of the school year; through the Parent Handbook as well as through the Model Bulldog Behavior Expectation Plan which is sent home at the beginning of the school year and is posted on our school website. In addition behavior assemblies and behavior tours are held each quarter. Regular parent all-calls are made to reinforce all behavioral expectations. Teachers and staff support the school wide positive-based intervention and support system.

Our Model Bulldog Pledge, which guides our expectations, is posted in every room on our campus.

The table illustrate the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	20.5%	16.5%	20.1%	0.2%	0.1%	0.0%
District	5.7%	4.1%	4.7%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern at Mesa Linda Middle School. The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop off and pickup from school, sexual harassment policy, and dress code policy. Mesa Linda Middle School reviews the plan annually and updates it as needed. The plan was last updated in October 2015 and reviewed with school staff. A copy of the safety plan is available to the public at the school office.

Fire and earthquake drills are conducted on a regular basis throughout the school year, and intruder drills are conducted two times a year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, campus supervisors, a security officer, and administrators supervise students at all times before, during, and after school. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving.

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 2015-16)

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-07
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	53.8%

Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It 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 Adequate Yearly Progress (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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	22	22	22	17	17	18	28	28	17	2	2	7
Mathematics	23	23	20	14	14	20	23	23	20	5	5	3
Science	26	26	26	6	6	7	28	28	20	3	3	5
Social Science	26	26	27	4	4	5	30	30	19	2	2	7

Counseling & Support Staff (School Year 2014-15)

It is the goal of Adelanto Elementary School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

An active Student Study Team (SST) meets regularly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. *The counselor to pupil ratio is 1:810.* The chart indicates the support staff available to assist all students at Mesa Linda Middle School. Note: 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.

Mesa Linda Middle School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students who can benefit from intervention in Language Arts/Reading use their elective period for an intervention class to work on their Language Arts/Reading skills. Mesa Linda Middle School utilizes the following reading intervention programs: Lexia Core 5, AR 360, Math 2.0, and STAR Reading Program.

A Specialized Academic Instruction (SAI) teacher assists students on a pull-out and inclusion basis. All students identified as English Learners receive additional support through differentiated instruction in the classroom and enrollment in specially designed core classes.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Health Aide	2	1.0
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	1	As Needed
SAI Aide	6	6.0
Specialized Academic Instruction (SAI) Teacher	6	6.0
Speech/Language Specialist	1	0.5

Library & Computer Resources

The library is staffed by a full-time librarian and is on an automated check-out system. In addition to books, the library also carries videos, and periodicals. The library also contains 15 computers available for student use.

Computer skills and concepts at Mesa Linda Middle School are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains at least one Internet-connected computer and have access to chromebook carts. The school has one technology classroom with 35 computers each, which are used for elective technology classes. Students receive software training in the following programs: Math 360, Microsoft Word, PowerPoint, EdMoto, and Excel.

Additional Internet Access & Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: www.sbcounty.gov/library/home.

Professional Development

The district has not offered any staff development days for the past three years. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

Extracurricular Activities & Student Recognition

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside of the classroom; participation in extracurricular activities are highly encouraged as our belief is that they are an integral part of the educational program and promote positive attitudes, encourage achievement and assist in the prevention of behavioral problems. Mesa Linda offers students the chance to participate in ASB, Yearbook, Science Fair, Young Author's Contest, Cross Country, Volleyball, Basketball, Soccer, Track and Field and Cheerleading. At Mesa Linda we currently offer Game Club and Cristian Club that students can participate in.

Mesa Linda utilizes positive incentives to reward students for making safe, respectful and responsible decisions as well as for demonstrating academic achievement. Teachers and staff recognize students' academic accomplishments on a quarterly basis through a Renaissance Assembly recognizing honor roll students and students who have made academic progress. Additionally, one student in both seventh and eighth grade is selected each month for our Principal's Award and Top Dog. Many rewards are available for students to earn for demonstrating expected behaviors and for making exemplary behavioral decisions. It is our fundamental belief that students must be explicitly taught behavior and academic expectations and then must be held to that high level of accountability.

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, the county, and the state. 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).

District Expenditures (Fiscal Year 2013-14)

The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,993
From Supplemental/Restricted Sources	\$1,049
From Basic/Unrestricted Sources	\$4,944
District	
From Basic/Unrestricted Sources	\$5,105
Percentage of Variation between School & District	-3.2%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-7.6%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Economic Impact Aid (EIA)
- Instructional Materials
- School Improvement Program
- Drug/Alcohol/Tobacco Funds
- Special Education Transportation
- Federal, Special Education, Discretionary Grants
- Federal, Special Education, Entitlement per UDC
- Class Size Reduction
- Peer Assistance & Review
- Gifted & Talented Pupils
- Staff Development
- Home-to-School Transportation

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The average salary 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 California Department of Education's web site www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$39,386	\$43,091
Mid-Range Teachers	\$62,542	\$70,247
Highest Teachers	\$93,436	\$89,152
Elementary School Principals	\$142,878	\$112,492
Middle School Principals	\$148,971	\$116,021
High School Principals	-	\$117,511
Superintendent	\$188,008	\$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	41.0%
Administrative Salaries	8.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The average teacher salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,161
District	\$64,161
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$72,993
Percentage of Variation	-12.1%