



Serving Grades
Six Through Eight
CDS: 36 67587 0131441

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Melva Davis Academy of Excellence

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Adelanto Elementary School District

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Informational School Accountability Report Card

Published in the 2016-17 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.

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).

Special Data Note

While reviewing this SARC, please take note that as Melva Davis Academy of Excellence opened with the start of the 2016-17 school year; therefore data is not available for prior school years.

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

District & School Profile (School Year 2016-17)

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.

A. Conditions of Learning

State Priority: Basic

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

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

School Enrollment & Attendance (School Year 2016-17)

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.

Teacher Assignment

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

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.

Teacher Credential Status		
	District	
	16-17	16-17
Fully Credentialed	29	327
Without Full Credentials	3	22
Teaching Outside Subject Area of Competence (with full credential)	0	0

Misassignments/Vacancies	
	16-17
Misassignments of Teachers of English Learners	0
Misassignments of Teachers (other)	0
Total Misassignments of Teachers	0
Vacant Teacher Positions	0

Textbooks & Instructional Materials (School Year 2016-17)

Adelanto Elementary School District held a public hearing on October 4, 2016 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 2016 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%
6th	English/Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
6th-8th	Health	Holt	Decisions for Health	2005	Yes	0.0%
6th	History/Social Studies	McDougal Littell	Ancient Civilizations	2006	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%
6th-8th	Mathematics	Houghton Mifflin/Harcourt	Go Math	2014	Yes	0.0%
6th	Science	Houghton Mifflin	CA Science	2007	Yes	0.0%
7th-8th	Science	Prentice Hall	Focus On	2007	Yes	0.0%

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.

School Facilities

Melva Davis Academy of Excellence was originally constructed in 2013 and is comprised of 57 classrooms, a gym, a multipurpose room/cafeteria, a library, four staff lounges two computer labs, and a playground.

Cleaning Process

The principal works daily with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance & Repair

Melva Davis Academy of Excellence provides a safe and clean environment for students, staff, and volunteers. The district administers a scheduled maintenance program, including 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. The chart displays the results of the most recent school facilities inspection collected in November 2016.

School Facility Conditions				
Date of Last Inspection: 09/01/2016				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Library: counter top needs to be finished building (Remedied 12/08/2016).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. 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.

Parent Involvement

Parents are encouraged to get involved in Melva Davis Academy of Excellence'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, and monthly Coffee with the Principal. Melva Davis Academy of Excellence 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, and award celebrations.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Melva Davis Academy of Excellence at (760) 530-7650.

State Priority: School Climate

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

- Other local measures on the sense of safety.

Safe School Plan (School Year 2016-17)

The safety of students and staff is a primary concern at Melva Davis Academy of Excellence. 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. Melva Davis Academy of Excellence reviews the plan annually and updates it as needed. The plan was last updated in October 2016 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.

C. 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.

Professional Development

The district did not offer any staff development days in the 2013-14 or 2014-15 school years. In the 2015-16 school year, the district offered one staff development day, in which the following topics were discussed: Core English-Language Arts and Math, English-Language Arts and Math Differentiation, Engagement Strategies, Close Reading, Next Generation Science Standards-Inquiry (TK – 6), and Accelerated Reader 360.

Additionally, for further 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.

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.

Counseling & Support Staff (School Year 2016-17)

It is the goal of the Adelanto Elementary School District to assist students in their social and personal development as well as academics. Each school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available to students. 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Librarian	1	1.0
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	10	7.0
SDC Aide	15	12.5
Special Day Class (SDC) Teacher	4	4.0
Speech and Language Specialist	1	1.0