



Melva Davis Academy of Excellence



School Profile

Melva Davis Academy of Excellence is a STEAM (Science, Technology, Engineering, Art & Mathematics) Campus with a focus on Whole Student Learning & Enrichment. Our programs are career-oriented, and taught by a highly qualified staff in specialized classrooms. Located in North Victorville, the school mascot is the Titan, and holds an enrollment of over 800 students. We look at students as individuals and meet them where they are. Interventions and enrichment opportunities are offered daily.

School Vision and Mission

The administration, faculty, and staff at Melva Davis believe this is a school where adults and students come to succeed. We foster a community based on kindness, cooperation, educational challenge, inclusion, and creativity. We strive to build a strong school, student, family, and community relationships that will allow students to become active and contributing young citizens.

Stakeholder Involvement

Parent representation is an integral component of the School Site Council, and the English Learner Advisory Council. 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. Teachers and staff are involved in all decisions as they participate in School Site council and weekly professional development opportunities. Our students have the opportunity to attend School Site Council as well. We look for feedback from our students as a positive way for them to be involved in their school.

Student Demographics

14.4% African American	73.8% Hispanic/Latino	5% White
N/A Two or More Races	11.4% English Learners	57.8% SED
13.4% SWD	0.9% Foster Youth	0.6% Homeless

SPSA Highlights

The Melva Davis Academy of Excellence SPSA contains our plan for the 20-21 school year. Our test scores increased in 2019 in ELA and decreased slightly in Math according to the 2019 SBAC data. We have laid out our plan for how to continue that upward trajectory in both ELA and Math. We are examining STAR data in order to create intervention and enrichment groups. We have planned some very exciting professional development opportunities for our Math and ELA teachers. The staff has worked diligently to develop professional learning foci and to create a professional development calendar. We look forward to seeing how high we can fly.

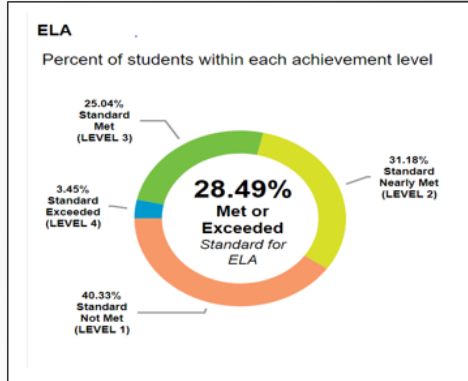
Comprehensive Needs

Surveys were sent out in July asking for parent feedback and what they wanted to see in the 20-21 school year. Surveys were also completed by the staff in August in order for them to give input and direction. MDAE School Site Council met on September 17, 2020 for the initial meeting. We discussed the initial budget and roles and responsibilities of school site council.

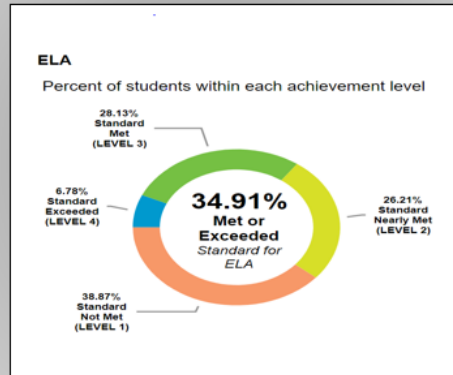
School and Student Performance Data

ELA Comparison 2017-2019

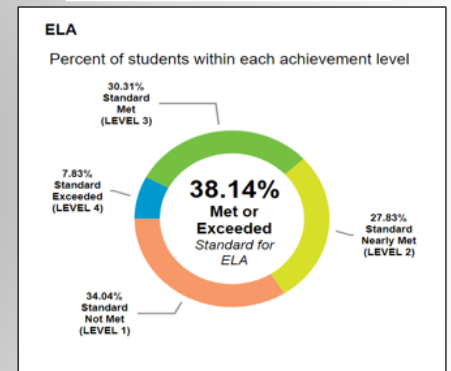
2017



2018

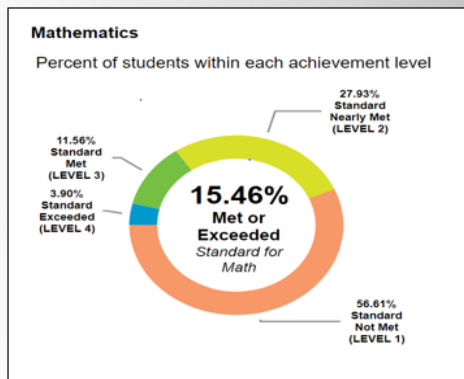


2019

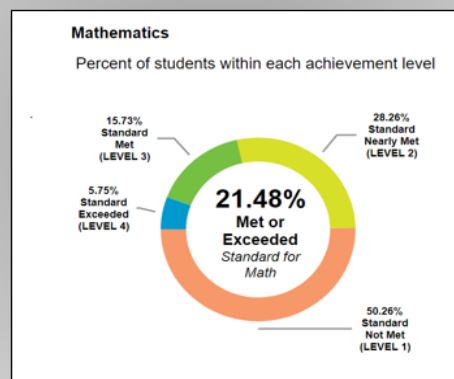


Math Comparison 2017-2019

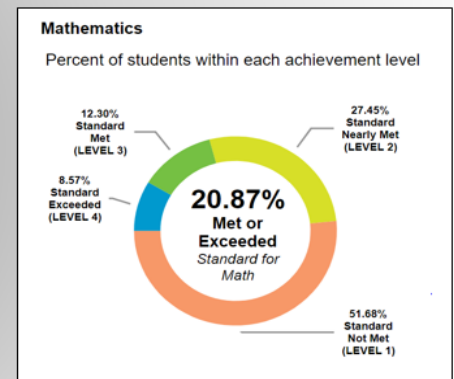
2017



2018

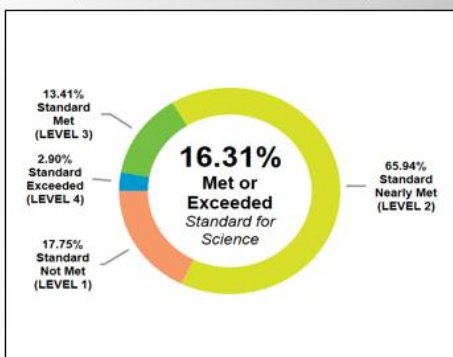


2019



CAST 2018-2019

2019



2020-2021 SPSA Goals

LCAP Goal 1: Conditions of Learning

SPSA Goal 1: Conditions of Learning

Budget	Strategy/Activity	Student Group Served
Title 1 - \$10,000	Update technology hardware for staff/students	All students
Title 1 - \$5,000	Provide software updates as needed	All students - EL and SWD focus
Title 1 - \$5,885 LCFF Supp/Con - \$2,115	Teachers will use technology daily in classrooms	All students

LCAP Goal 2: Pupil Outcomes

SPSA Goal 2: Pupil Outcomes

Budget	Strategy/Activity	Student Group Served
Title 1 - \$5,000	Professional Development for ELA	All students - ELD
Title 1 - \$5,000	Professional Development for Math	All students
Title 1 - \$20,000	Training, professional development, teaching tools and resources, and technology regarding PLTW, STEAM and CTE curriculum	All students
Title 1 - \$10,000	After school intervention	All students
LCFF Supp/Con - \$10,000	Teacher collaboration towards professional learning foci	All students

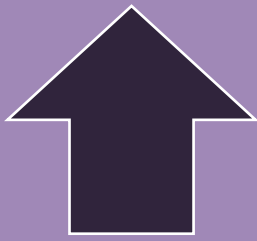
LCAP Goal 3: Student Engagement

SPSA Goal 3: Student Engagement

Budget	Strategy/Activity	Student Group Served
LCFF Supp/Con - \$3,000	PBIS Implementation	All students
Title 1 - \$5,000 LCFF Supp/Con - \$6,000	Teacher collaboration towards professional learning foci	All students
Title 1 - \$1,500	Hold regular progress monitoring SSTs for students that are not meeting standards	All students

SPSA Goal 4: EL Achievement and Progress

Budget	Strategy/Activity	Student Group Served
Title I - \$734	Data Chats to determine EL progress towards English Language proficiency	EL
District Funded	ELD teachers will meet 3 times per year to discuss EL growth, curriculum and student need and progress	EL
District Funded	Professional development for ELD teachers regarding curriculum and assessment	EL
Title I - \$1000	Implementation of Wonders ELD and English 3D curriculum and supplemental materials as needed	EL
LCFF Supp/Con- \$3600	EL coordinator will monitor all EL students on progress towards English Language proficiency and conduct reclassification meetings with parents	EL
District Funded	EL coordinators will monitor all ELD classes for accuracy and placement of students	EL

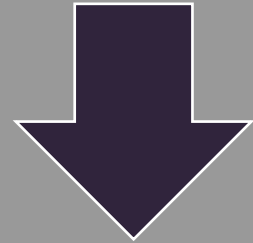


We want to increase:

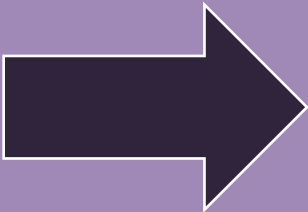
- Focus on 6-8th grade math with explicit support for teachers with Instruction - IXL to support the math curriculum. Increase scores by 5% in all grade levels
- Focus on supports for our EL students and LTELs. Increase the ELA and Math scores of our EL student by 5% in all grade levels. Focus on redesignation of qualifying students.
- Writing across the content area- ACE strategies in 100% of classrooms.
- Consistent use of academic vocabulary in all classrooms across all disciplines.
- Student engagement in classrooms.

- Our overall suspension rate by 1%
- Chronic absenteeism – especially with our special needs population by 5%
- Facility repairs

We want to decrease:



We want to maintain:



- Continue with SST process / Attendance and Discipline monitoring
- Offer acceleration and intervention opportunities to all students during the school day.
- MTSS model - continuous monitoring of student progress using multiple data points.
- Offer electives that support social/emotional needs.



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