

Dewey Avenue Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Dewey Avenue Elementary School
Street	525 E. Dewey Avenue
City, State, Zip	San Gabriel, CA 91776
Phone Number	(626) 307-3341
Principal	Denise Williams
Email Address	dwilliams@gesd.us
School Website	http://dewey.garvey.k12.ca.us
County-District-School (CDS) Code	19-64550-6013510

2021-22 District Contact Information

District Name	Garvey School District
Phone Number	(626) 307-3400
Superintendent	Anita Chu
Email Address	achu@garvey.k12.ca.us
District Website Address	www.garvey.k12.ca.us

2021-22 School Overview

Dewey Avenue Elementary School is located in the city of San Gabriel within the Garvey School District. It currently serves nearly 382 K-6th grade students in addition to housing two Head-start classes. Dewey is a school-wide Title I school, serving free and reduced lunch to over 80% of the student population. In 2011, Dewey was proudly named a Title I Academic Achieving school. Beginning in the 2018/2019 school year, Dewey began to offer Dual Language+ (DL+) to incoming Kindergarten students. Students are primarily taught in the target language, Spanish. They also participate in an enrichment program after school, in which they are exposed to the Mandarin language, arts, music, and culture. This school year we have 5 DL+ Spanish classes, two Kindergarten, one first grade, one second grade and one third grade class. Dewey educates about 57% Asian students, 37% Hispanic and 4% other, of which about 36% are English Learners. Our mission statement reads "To achieve academic excellence, Dewey Avenue School will ensure all students have the opportunity to practice critical thinking, leadership, and problem solving skills in a safe and nurturing environment. Dewey will tend to the intellectual, personal, and social growth of our students by creating a varied, rich environment through the integration of technology, bilingual education, and visual arts programs."

2021-22 School Overview

Dewey's average daily attendance is high, nearly 97.74%. The office staff is proactive in verifying absences by calling parents of late or absent students daily, establishing SART meetings on an ongoing basis to encourage and improve upon attendance patterns, and when needed, submit to the district request for SARB meetings when all other measures to encourage attendance have failed. There is minimal mobility at Dewey, families that leave the school either move because of buying new homes elsewhere or move out of the state completely. The staff continues to implement positive approaches to discipline. The school's Positive Discipline Plan has been rewritten to include elements of the Positive Behaviors and Interventions Support framework (PBIS). The purpose is to increase desired behaviors in an encouraging, leadership building environment. Part of the PBIS framework is to include school-wide behavioral expectations. At Dewey, these expectations are identified in the acronym: F.L.I.P. (focus, learn, inspire, and persevere).

Dewey is a school-wide Title I school, focusing its efforts on improving effective classroom practices to positively impact English Language Arts and Math achievement levels. Dewey provides access to core for its students receiving special education services. Dewey Ave. School is able to accommodate students receiving related services including Resource Specialist Program from a qualified Resource Specialist Teacher, Language and Speech services from a qualified Speech Pathologist, Deaf and Hard of Hearing services from a qualified provider, Adapted Physical Education also from a qualified service provider and DIS as well as Non-DIS Counseling services. Additionally, Dewey offers a Special Day Class (SDC), a more specialized educational program designed within a more restrictive classroom environment for students requiring these services as deemed necessary on the students' Individual Education Plans (IEPs). For increased services that are not offered at Dewey, students would have access at the school site closest to their home school which provides the needed services.

Additionally, Dewey implements a research-based Response to Intervention program, for both academic and behavioral needs. When a student is identified as requiring additional support, the teachers address instructional needs for students basic or below in all core curricular areas in the classroom, providing small group, targeted differentiated instruction. Teachers analyze formative assessment data during their opportunities to collaborate in addition to informal methods of checking for understanding. Based upon this data, teachers identify students requiring Tier II targeted instruction. Once a teacher has provided targeted instruction for a specified time and has collected data indicating minimal or no growth, then the student may be referred for a Student Success Team Meeting (SST). At the SST, the Instructional Coach, , general education teacher, parent/s, administrator and if deemed necessary the school psychologist meet to analyze data and identify strengths and needs. The desired outcome of the SST is to develop a targeted Tier II instructional program, provided during the school day, to develop a closely monitored academic support in an even smaller group setting. This year, the school utilized iReady, which is Common Core aligned with an initial assessment that provides a benchmark. About six to eight weeks later, another assessment is provided to determine growth. At around the same time, a second SST meeting is scheduled to review data. If needed, the child will be given a more rigorous type of support, increasing the intensity (from 3 times per week to daily or/and including 1:1 time with a fully credentialed teacher. About six weeks later, another assessment will be administered in addition to establishing another SST Meeting. Depending upon collected data, a referral for special education assessment may be suggested to parents or if deemed successful, it may be suggested the student continue with the intervention with a follow-up SST within another six week period.

Dewey Avenue School staff continues to place forth great effort to improve academic growth and enhance current skills to adequately prepare students for 21st Century Learning and skills. The EL population continues to remain a focus, as staff consistently looks at current research to determine specific techniques or strategies that will close the achievement gap within the EL population and increase the number of students qualifying for re-designation. Additionally, since the Asian population has traditionally outscored the Hispanic population at Dewey, the Hispanic subgroup is a specific focus in honing down on how our staff can effectively continue to close this achievement gap. In regards to effectively preparing students for the Common Core standards and Smarter Balanced Assessments, our staff is using the Depths of Knowledge chart to ask higher level comprehension questions and developing Aligned Learning Experiences in the classroom. In addition, the teachers are provided with collaborative planning time while students receive either Music, Art or Technology instruction from certificated teachers in these respective areas.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	67
Grade 2	73
Grade 3	67
Grade 4	43
Grade 5	55
Grade 6	54
Total Enrollment	417

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	56.6
Black or African American	0.5
Filipino	2.6
Hispanic or Latino	36.7
Two or More Races	0.7
White	1
English Learners	35.5
Homeless	0.2
Socioeconomically Disadvantaged	70.3
Students with Disabilities	7.7

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.0	100.0	181.4	94.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	1.0	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	7.7	4.1	18854.3	6.9
Total Teaching Positions	18.0	100.0	191.2	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Year and month in which the data were collected September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6) Benchmark Education Company, Benchmark Adelante, 2015 (for Spanish Dual Language Plus Program, K-1) Student Textbook and Work-text	Yes	0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6)	Yes	0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)	Yes	0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5) Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6)	Yes	0%
Foreign Language	For our Dual Language Immersion program in Spanish: K-2: Benchmark Adelante!	Yes	0
Health	Educational Assessment – Discover: Skills for Life, Mendez Foundation – Too Good For Drugs, Too Good For Violence	Yes	0

School Facility Conditions and Planned Improvements

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

Year and month of the most recent FIT report 12/23/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	105	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	133	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	NT	NT	NT	NT
Female	114	NT	NT	NT	NT
Male	105	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	133	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	74	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Illuminate Student Groups	Illuminate Total Enrollment	Illuminate Number Tested	Illuminate Percent Tested	Illuminate Percent Not Tested	Illuminate Percent At or Above Grade Level
All Students	217	209	96	4	27
Female	112	108	96	4	29
Male	105	101	96	4	26
American Indian or Alaska Native	0	0	0	0	0
Asian	134	131	98	2	34

Black or African American	1	1	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	71	97	3	41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	3	1	33	66	100
White	1	1	100	0	0
English Learners	77	68	88	12	27
Foster Youth	3	3	100	0	0
Homeless	1	0	0	100	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	153	100	0	24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate Student Groups	Illuminate Total Enrollment	Illuminate Number Tested	Illuminate Percent Tested	Illuminate Percent Not Tested	Illuminate Percent At or Above Grade Level
All Students	217	203	94	6	31
Female	112	105	94	6	35
Male	105	98	93	7	26
American Indian or Alaska Native	0	0	0	0	0
Asian	134	129	96	4	47
Black or African American	1	1	100	2	2
Filipino	0	0	0	0	0
Hispanic or Latino	73	67	92	8	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	3	1	33	67	100
White	1	1	100	0	0
English Learners	77	68	88	12	15
Foster Youth	3	3	100	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	151	97	3	29
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	17	17	100	0	18
-----------------------------------	----	----	-----	---	----

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	NT	NT	NT	NT
Female	31	NT	NT		
Male	23	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	31	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Dewey Avenue School offers multiple avenues by which parents may become involved at the school site. Dewey provides monthly virtual parent meetings. These scheduled meetings include ELAC and SSC compliance topics. Three times a year, data analysis sessions are provided so that parents understand how to interpret benchmark data and receive the tools to effectively question learning needs their children may present when meeting with teachers. The Parent Teacher Association (PTA) is a fundamental group that encourages volunteers of all sorts and fundraiser to support the extracurricular activities for all students. The PTA works closely with the Home School Coordinator to assess the type of teacher requested support from parents and align with parents willing to provide that support. At every meeting, an opportunity is given to the parents to provide suggestions for improving upon the opportunities and types of parental involvement with the overall goal of ensuring parents feel welcomed and part of the active learning community at Dewey. In accordance with Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and engage in a partnership to help children achieve the State's high standards.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, and District Level Committees as well. The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month. Representatives from this group attend monthly DELAC meetings facilitated by Learning Support Services.

Parents, guardians, and community members are an integral part of the support system for Garvey School District students and have a multitude of ways in which they can get involved to contribute to students' educational experience. There are many opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well. In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services on topics from parenting,

2021-22 Opportunities for Parental Involvement

academic achievement, children's social emotional needs, to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	422	24	5.7
Female	219	214	13	6.1
Male	218	208	11	5.3
American Indian or Alaska Native	0	0	0	0.0
Asian	244	237	0	0.0
Black or African American	2	2	1	50.0
Filipino	11	11	0	0.0
Hispanic or Latino	164	156	23	14.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	5	5	0	0.0
English Learners	175	167	5	3.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	368	362	23	6.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	34	4	11.8

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.24	0.00	1.01	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.80	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Dewey Avenue School has a comprehensive Safety Plan that is reviewed annually by the School Site Council. The plan was reviewed by the school site council on October 22, 2021. Additionally, a parent information meeting was held to review the plan in its entirety. Representatives from San Gabriel Police Department were also present to this annual review. The plan explains, in detail, procedures to be taken by staff and students during a variety of emergency situations, and is accessible in our office.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	27		2	
2	26		2	
3	27		2	
4	19	1	2	
5	36			1
6	35			2

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	17	2	2	
2	32		2	
3	29		1	
4	32		1	
5	33			
6	35			1
Other	24	1	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	17	4		
2	24		3	
3	32		2	
4	36			1
5				
6	38			1
Other	27	1		2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	834

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5036.56	309.35	4727.21	91927.22
District	N/A	N/A	5039.67	\$86,468
Percent Difference - School Site and District	N/A	N/A	-6.4	6.1
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-56.4	10.9

2020-21 Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core curriculum for all students that are supported by the district adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education; 3) LCAP/LCFF has funded After-School Intervention for reading and math and Enhancement Programs; which assist in closing the gap for below grade level students, unmotivated students, English learners and Migrant Education students, such as arts and crafts.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,880	\$51,450
Mid-Range Teacher Salary	\$83,839	\$80,263
Highest Teacher Salary	\$104,644	\$101,012
Average Principal Salary (Elementary)	\$135,841	\$128,082
Average Principal Salary (Middle)	\$124,466	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$201,144	\$197,968
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Garvey District is committed to providing high-quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Mission and Vision. District teachers and support staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Four District-wide days of professional learning and collaboration are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. Additionally, they drive effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

The District's Resource Teachers (DRTs) support District instructional initiatives and compliance efforts around English Learner services and Significant Disproportionality. A team of veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers, and District Certificated staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

The primary goal at Dewey is to ensure all students have access to high quality, Tier I instruction. Ongoing, monthly professional development sessions are provided to the teachers in order to provide ongoing support and training on the Common Core Standards and the ELA/ELD Framework. Professional Development topics include: student data review, focusing on rigor (DOK), classroom management, teaching to at-risk/trauma students, math practices, ELD framework and ELPAC. Teachers are also reflecting on the types of questions they are asking students and collaborating as grade levels to intentionally ask more rigorous questions using the Depths of Knowledge as a tool. Teachers receive professional development at our scheduled collaboration meetings. Teachers are provided collaboration time every Wednesday to synthesize the information and cognitively plan to incorporate this new knowledge into their instruction.

Every week teachers work in collaboration to critically examine and discuss; standards-based learning, expectations, best practices, strategies, and develop units/lesson plans. The focus is to: study, plan, implement, analyze, and adjust. instructional lessons. In addition, the principal engages in consistent observations of classroom practice and provides teachers with timely feedback. Follow up professional development topics may be modified to address school-wide needs of previously presented instructional information.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Garvey School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Garvey School District
Phone Number	(626) 307-3400
Superintendent	Anita Chu
Email Address	achu@garvey.k12.ca.us
District Website Address	www.garvey.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2897	NT	NT	NT	NT
Female	1407	NT	NT	NT	NT
Male	1490	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	1706	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	1061	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	68	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	861	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	2144	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	256	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2897	NT	NT	NT	NT
Female	1407	NT	NT	NT	NT
Male	1490	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	1706	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	1061	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	68	NT	NT	NT	NT
White	32	NT	NT		NT
English Learners	861	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	2144	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	256	NT	NT	NT	NT