



Dewey Avenue Elementary School

525 E. Dewey Avenue • San Gabriel, CA 91776 • (626) 307-3341 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Garvey School District

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District Governing Board

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School Description

Dewey Avenue Elementary School is located in the city of San Gabriel within the Garvey School District. It currently serves nearly 412 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, two first grade, and one second grade class. Dewey educates about 68% Asian students, 29% Hispanic and 3% other, of which about 52% are English Learners. Our mission statement reads "Dewey Avenue school is a collaborative school where high expectations are a given and every educator is committed to providing quality, empirically based educational practices daily in all classrooms."

Dewey's average daily attendance is high, nearly 97.4%. 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. Dewey Avenue School students participate in a district Gifted and Talented educational program for all identified GATE students instructed by teachers that have received their GATE certification.

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, EL Interventionist, 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 and Lexia Core 5, 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.

There are currently 18 certificated teachers deemed highly qualified per No Child Left Behind (NCLB) requirements at Dewey Avenue School. In addition we have one highly qualified out of classroom teacher, an English Language (EL) Interventionist. This teacher is specifically trained and experienced to provide instructional support in the respective areas of expertise (ELD). The number of years teaching held amongst the certificated staff ranges from 1 to 30+ years. A number of the teachers hold a Master's Degree, with one teacher also holding a Doctorate Degree. Dewey also employs 3 highly qualified paraprofessionals per NCLB requirements. Dewey has one administrator, the school principal, also deemed highly qualified under NCLB requirements, holding an Administrative Credential and a Master's Degree in Education.

Dewey Avenue School allows for multiple avenues by which parents may become involved at the school site. Dewey offers parent meetings. These scheduled meetings include ELAC and SSC compliance topics. In addition, Dewey provides parents with trainings provided by Dewey staff. These trainings vary from informational to efforts in building parent capacity to support their children's learning needs. Dewey has fun, interactive opportunities to build a relationship with the parent community such as International Day, Lunar New Year Celebration, Family Picnic, Literacy Day and monthly assemblies. This coming school year, the staff plans to offer parents with trainings in ELA, Math, Technology and ELD. The Parent Teacher Association (PTA) is a fundamental group that encourages volunteers of all sorts and fundraising needs to support the extracurricular activities for all students. The PTA works closely with the Home School Coordinator to assess type of teacher requested support from parents and align with parents willing to provide that support. Every volunteer has a clear background check to work with our students. In addition, to providing input all our advisory council meetings, parents have an opportunity to openly talk with the principal at Coffee with the Principal, offered every month. High parent involvement is a fundamental goal for Dewey as educators here are committed to ensuring parents feel welcomed and part of the active learning community at Dewey.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 61 |
| Grade 1 | 68 |
| Grade 2 | 64 |
| Grade 3 | 42 |
| Grade 4 | 54 |
| Grade 5 | 53 |
| Grade 6 | 52 |
| Total Enrollment | 394 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.3 |
| Asian | 60.9 |
| Filipino | 2 |
| Hispanic or Latino | 34.5 |
| White | 0.8 |
| Two or More Races | 0.3 |
| Socioeconomically Disadvantaged | 86 |
| English Learners | 47 |
| Students with Disabilities | 7.4 |
| Foster Youth | 0.3 |
| Homeless | 0.3 |

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

| Teacher Credentials for Dewey Avenue Elementary School | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | 17 | 18 | 18 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Garvey School District | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 18 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Dewey Avenue Elementary School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | <p>Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6)</p> <p>Benchmark Education Company, Benchmark Adelante, 2015 (for Spanish Dual Language Plus Program, K-1) Student Textbook and Work-text</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5)</p> <p>Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>For our Dual Language Immersion program in Spanish: K-2: Benchmark Adelante!</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> |
| Health | <p>Educational Assessment – Discover: Skills for Life, Mendez Foundation – Too Good For Drugs, Too Good For Violence</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p> |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 01/02/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 54 | N/A | 59 | N/A | 50 | N/A |
| Math | 59 | N/A | 58 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | 26 | N/A | 40 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Dewey Avenue School offers multiple avenues by which parents may become involved at the school site. Dewey provides monthly parent meetings, distributing a calendar of all meeting dates for the year at Back to School Night. 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. In addition, Dewey has fun, interactive opportunities to build a relationship with the parental community such as International Day, a Lunar New Year Celebration, Winter Program, Family Picnic Day and Literacy Day, Dr. Seuss Read In and other Community focused events throughout the school year. Dewey school also invites parents three times per year to explore and to view the projects created by their students using our Code to the Future curriculum; twice a year we will have a Technology Showcase. 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.

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. Maintaining constant communication with their child's teacher(s), attending Parent/Teacher Conferences, participating in Back-to-School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

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. Representatives from this group attend monthly DELAC meetings facilitated by Learning Support Services.

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.

In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services on topics from parenting, 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.

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.

School Safety Plan (School Year 2020-2021)

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 December 9, 2020. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 1.5 | 0.2 | 1.3 | 1.0 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 0.0 | 0.9 | 3.4 |
| Expulsions | 0.0 | 0.0 | 0.0 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 788 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 1.1 |

*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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 22 | | 4 | | 17 | 4 | | | 15 | | 4 | |
| 1 | 23 | | 2 | | 27 | | 2 | | 17 | 2 | 2 | |
| 2 | 26 | | 2 | | 26 | | 2 | | 32 | 2 | | |
| 3 | 25 | | 2 | | 27 | | 2 | | 29 | | 1 | |
| 4 | 28 | | 2 | | 19 | 1 | 2 | | 32 | | 1 | |
| 5 | 31 | | 1 | | 36 | | | 1 | 33 | | | |
| 6 | 24 | 1 | 1 | 1 | 35 | | | 2 | 35 | | | 1 |
| Other** | | | | | | | | | 24 | 1 | 1 | 1 |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

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.

In addition to the Professional Development provided at Dewey, our teachers receive professional development provided by Garvey School District. As a Computer Science school, our teachers receive computer science training coaching support, provided by a Computer Science TOSA on-going.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$50,628 | \$50,574 |
| Mid-Range Teacher Salary | \$83,422 | \$76,649 |
| Highest Teacher Salary | \$104,124 | \$98,993 |
| Average Principal Salary (ES) | \$135,166 | \$125,150 |
| Average Principal Salary (MS) | \$120,950 | \$129,394 |
| Average Principal Salary (HS) | | \$122,053 |
| Superintendent Salary | \$200,138 | \$193,925 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33.0 | 34.0 |
| Administrative Salaries | 5.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 5120.13 | 286.96 | 4833.17 | 86442.52 |
| District | N/A | N/A | 4953.96 | \$85,197 |
| State | N/A | N/A | \$7,750 | \$80,565 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -2.5 | 1.5 |
| School Site/ State | -46.4 | 7.0 |

Note: Cells with N/A values do not require data.