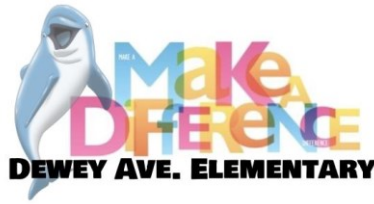


# Dewey Avenue Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### 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.

#### 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Garvey School District
<b>Phone Number</b>	(626) 307-3400
<b>Superintendent</b>	Anita Chu
<b>Email Address</b>	achu@garvey.k12.ca.us
<b>District Website</b>	<a href="http://www.garvey.k12.ca.us">www.garvey.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

Dewey Avenue Elementary School is located in the city of San Gabriel within the Garvey School District. It currently serves nearly 372 TK-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, in which they are exposed to the Mandarin language, arts, music, and culture. This school year we have 6 DL+ Spanish classes, one Kindergarten, one first grade, one second grade, one third grade, one fourth grade, and one fifth grade class. Dewey educates about 48% Asian students, 45% Hispanic, 1% African American, 2% Filipino, 2% White and 1% other, of which about 42% 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." 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, and DIS as well as Non-DIS Counseling services. 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's average daily attendance is high, nearly 94%. 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).

## 2023-24 School Description and Mission Statement

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, general education teacher, counselor, 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	54
Grade 2	54
Grade 3	55
Grade 4	67
Grade 5	58
Grade 6	40
<b>Total Enrollment</b>	<b>372</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
Asian	48.1%
Black or African American	0.5%
Filipino	2.7%
Hispanic or Latino	44.6%
Two or More Races	0.8%
White	1.9%
English Learners	42.5%
Homeless	0.5%
Socioeconomically Disadvantaged	69.6%
Students with Disabilities	3.5%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	100.00	181.40	94.88	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.52	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	7.70	4.07	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	191.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	94.74	190.60	93.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.49	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.26	5.00	2.44	11953.10	4.28
<b>Unknown</b>	0.00	0.00	6.30	3.07	15831.90	5.67
<b>Total Teaching Positions</b>	19.00	100.00	204.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 or application for use in the defined subject areas of English Language Arts/ELD, history-social science, mathematics, and science. Students must be assigned a single textbook (or its equivalent digital version) in each subject that students can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and 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.

<b>Year and month in which the data were collected</b>	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(K-6) Benchmark Education Company, Benchmark Advance, 2015 Student Textbook, and Online Access.  (K-5 Dual Language Spanish) Benchmark Education Company, Benchmark Adelante, 2015 Student Textbook, Work-text OR Online Access	Yes	0%
<b>Mathematics</b>	(K-6) Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook, Work-text, and Online Access  (K-5 Dual Language Spanish) Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook, Work-text, and/or Online Access	Yes	0%
<b>Science</b>	(K-8) Delta Education - FOSS Next Generation, 2018, Student Textbook, Work-text, and Online access	Yes	0%
<b>History-Social Science</b>	(K-6) McGraw Hill Education, Impact California Social Studies, 2019 – Student Textbook and Online Access	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**

12/8/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	40	56	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	41	41	50	53	33	34



## 2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	223	216	96.86	3.14	39.81
<b>Female</b>	103	100	97.09	2.91	43.00
<b>Male</b>	120	116	96.67	3.33	37.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	118	114	96.61	3.39	57.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	87	84	96.55	3.45	16.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	75	69	92.00	8.00	14.49
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	172	98.29	1.71	38.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	0.00

## 2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	223	222	99.55	0.45	40.54
<b>Female</b>	103	103	100.00	0.00	37.86
<b>Male</b>	120	119	99.17	0.83	42.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	118	118	100.00	0.00	63.56
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	87	86	98.85	1.15	12.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	75	75	100.00	0.00	24.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	174	99.43	0.57	38.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	6.25

## 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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	34.09	28.07	41.10	41.89	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	57	57	100.00	0.00	28.07
<b>Female</b>	28	28	100.00	0.00	28.57
<b>Male</b>	29	29	100.00	0.00	27.59
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	32	32	100.00	0.00	43.75
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	21	21	100.00	0.00	4.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	22	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	50	100.00	0.00	30.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	52	52	52	52	51

## 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.

#### 2023-24 Opportunities for Parental Involvement

Dewey Avenue School offers multiple avenues by which parents may become involved at the school site. Dewey provides monthly 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	396	98	24.7
Female	201	195	46	23.6
Male	205	201	52	25.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	195	189	5	2.6
Black or African American	4	4	3	75.0
Filipino	10	10	0	0.0
Hispanic or Latino	179	176	82	46.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	7	7	5	71.4
English Learners	176	172	24	14.0
Foster Youth	1	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	331	323	79	24.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	23	11	47.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.61	1.23	0.00	1.24	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0
Female	1.49	0
Male	0.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.51	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.12	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.57	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Dewey Avenue School has a Comprehensive School Safety Plan that is reviewed annually by the School Site Council. The school safety committee reviewed the safety plan at the beginning of the year. The plan was reviewed and updated by the school site council on December 13, 2023. 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.

## 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
6	38			1
Other	27	1		2

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	12	5		
1	11	4		
2	14	2	1	
3	15	3	2	
4	19	1	2	
5	30		1	
6	16	1	1	
Other	21	1	2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	0	2	0
1	22	0	2	0
2	21	1	1	0
3	21	1	1	0
4	26	1	0	1
5	0	0	0	0
6	36	0	0	1
Other	28	0	3	0

## 2022-23 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	744

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3.1



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	6138.81	70.32	6068.49	88113.17
District	N/A	N/A	5288.26	\$89,553
Percent Difference - School Site and District	N/A	N/A	13.7	-1.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.3	4.1

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,451	\$54,046
Mid-Range Teacher Salary	\$88,075	\$84,515
Highest Teacher Salary	\$109,931	\$110,867
Average Principal Salary (Elementary)	\$129,156	\$136,841
Average Principal Salary (Middle)	\$133,980	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$231,407	\$217,473
Percent of Budget for Teacher Salaries	29.84%	32.43%
Percent of Budget for Administrative Salaries	4.51%	5.62%

## Professional Development

Garvey District is committed to providing high-quality professional learning for administrators, teachers, classified staff and parents, aligned to the District's Mission and Vision. Teachers and staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. 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. 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). Garvey administrators, teachers, and 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. 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3