

Arlene Bitely Elementary School

7501 East Fern Ave • Rosemead, CA 91770 • (626) 307-3318 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Garvey School District

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District Governing Board

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Dr. Tiffany Rudek

**Assistant Superintendent, Learning
Support Services**

Rene Hernandez

**Assistant Superintendent, Student
Support Services**

School Description

Arlene Bitely Elementary School serves approximately 535 in Transitional Kindergarten through sixth grade. Bitely is located in Rosemead, California, also known for "Today's Small Town America". Bitely is situated in the heart of an urban environment accomplished by honoring tradition, uniting in diversity and evolving for the future. Bitely serves students with varying socioeconomic levels, including students on the Free and Reduced Lunch Programs. The school's enrollment by ethnicity includes students from the following backgrounds: African/American at 0.1%, Hispanic or Latino at 47%, Asian at 46%, Filipino at 0.3%, White at 1%, and Multi-ethnic at 2.5%. Our goal is to provide our students with a rich and engaging academic experience relevant to the needs of a 21st century economy. Our staff provides our students with an education of the highest quality, blending technology to create an authentic learning experience. We are committed to empowering our students to reach their full potential by recognizing and celebrating each student's talents through leadership and student agency.

Our Vision: "Fostering innovation to empower students with the necessary 21st century skills to become global leaders." Our Mission: "We strive to value diversity and engage students in a safe and rigorous learning environment that integrates technology, promotes leadership, and the development of 21st century skills to become college and career ready in a global society."

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	77
Grade 2	74
Grade 3	83
Grade 4	77
Grade 5	76
Grade 6	68
Total Enrollment	534

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	54.7
Filipino	0.6
Hispanic or Latino	43.1
White	0.7
Two or More Races	0.4
Socioeconomically Disadvantaged	82.8
English Learners	47
Students with Disabilities	12.7
Foster Youth	0.6
Homeless	0.2

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 Arlene Bitely	17-18	18-19	19-20
With Full Credential	24	23	23
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Arlene Bitely Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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)
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	64	56	59	50	50
Math	56	62	54	58	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.4	17.8	12.3

Note: 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. Pupil outcomes in the subject areas of physical education.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	276	95.17	64.13
Male	155	148	95.48	59.46
Female	135	128	94.81	69.53
Black or African American	--	--	--	--
Asian	160	149	93.13	77.85
Filipino	--	--	--	--
Hispanic or Latino	123	120	97.56	49.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	244	94.57	63.93
English Learners	201	189	94.03	61.38
Students with Disabilities	27	25	92.59	32.00
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	287	98.97	61.67
Male	155	154	99.35	62.99
Female	135	133	98.52	60.15
Black or African American	--	--	--	--
Asian	160	160	100.00	79.38
Filipino	--	--	--	--
Hispanic or Latino	123	120	97.56	40.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	255	98.84	61.18
English Learners	201	200	99.50	62.00
Students with Disabilities	27	25	92.59	24.00
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 2019-20)

Bitely Elementary is a comprehensive community engaging parents, staff, and students in developing a 21st century learning experience for our students. A variety of parent/community education and involvement programs and services are provided to promote meaningful partnership with the community and parents. Currently, the Parent Education Center (PEC), which is located adjacent to Bitely is readily available for parents to meet, plan, learn and be trained in various topics offered by the district office. Translation services and childcare services are provided so that parents may take advantage of the Parent Education Center. Calendar of Events are posted so that parents are made aware of what is being offered. Bitely's Parent Teacher Association (PTA) is active and continues to provide direct resources to our students. This includes field trips, the opportunity to receive classroom incentives, and other allowances which benefit our students.

At Bitely, there are three main stakeholder committees for parents to participate in the educational process. These are; English Language Advisory Committee(ELAC), School Advisory Committee(SAC) and the School Site Council(SSC). These meetings allow parents to advise the school with 1.)what the needs of the students are 2.) what has worked in the past and what may be more effective in the future 3.) what they feel are important concerns that need to be brought up as a site. In addition, a signature program at Bitely are the parent technology classes offered in partnership with "One Million New Internet Users". Our goal is to provide our parents with the technology skills to support their students academic and technology engagement on campus. This includes research and presentation skills with college and career as a subject matter. Upon graduation from our technology classes our parents earn a certificate of completion. Overall Bitely, is committed to building strong home-school partnership by continuing to provide our parents with bi-monthly informal learning opportunities that include STEM, Leader In Me, and Mathematics.

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

Bitely School has an effective safety plan that is updated and reviewed yearly. The a series of meetings our goal is to gain insight from multiple perspectives including staff, parents, and students as to the best way to provide a safe and secure campus. Most recently stakeholders provided input and implemented the use of web and cell technology as a means to provide real time information in the event of an emergency. The plan details procedures for emergencies that may occur. Regularly scheduled drills help us practice and review our plans for fire, earthquakes, lockdowns and evacuations. We take part in any/all disaster drills organized by the district. To add to the effectiveness of crisis communication, Bitely has employed the Catapult emergency system and is managed by the school safety team should an emergency arise. The Bitely Comprehensive Safety Plan is reviewed and approved yearly by the School Site Council. Last Updated 1/17/19, Last Reviewed with SCC 1/17/19.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1068.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.8
Other	.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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	17	1	3		24		3		21	1	3	
1	24		3		23		3		24		3	
2	23		3		24		3		23		3	
3	25		3		18	2	3		21	1	3	
4	34			2	24		3		30		2	
5	28		2		32		1	1	31		3	
6	30		3		34			2	34			2
Other**	11	1							8	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Bitely certificated staff are highly qualified professionals exercising their expertise as it pertains to their elementary assignment. The district professional development focus included NGSS science standards, Close Reading, DOK, Mathematical practices, ELD, Computer Science, and technology integration. Our signature program in partnership with "Code to the Future" affords every staff member professional consulting through the year in the are of computer science and robotics. In an direct effort to support our school vision of innovation and creativity, we have included PD on Design Thinking using the Stanford Model. Teachers are afforded opportunities to attend conferences such as CUE and implement instructional strategies that foster collaboration, communication, critical thinking, and creativity. Instructional aides on campus are a key component in supporting our English language learners and are a vital piece insuring the success of our students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,635	\$49,378
Mid-Range Teacher Salary	\$81,786	\$77,190
Highest Teacher Salary	\$102,081	\$96,607
Average Principal Salary (ES)	\$117,548	\$122,074
Average Principal Salary (MS)	\$124,423	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$191,311	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

* 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 programs 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, Gifted and Talented Education (GATE), and other categorical programs, including programs for below grade level students, English learners and Migrant Education students.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,548	\$591	\$3,957	\$66,403
District	N/A	N/A	\$4,597	\$85,086.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.0	-24.7
School Site/ State	-61.9	-15.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.