

# Felix J. Appleby Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Felix J. Appleby Elementary School
<b>Street</b>	10321 Vernon Ave
<b>City, State, Zip</b>	Blythe, CA 92225
<b>Phone Number</b>	(760) 922-7174
<b>Principal</b>	Josie Koivisto
<b>Email Address</b>	<a href="mailto:josie.koivisto@pvusd.us">josie.koivisto@pvusd.us</a>
<b>School Website</b>	<a href="https://aes.pvusd.us/">https://aes.pvusd.us/</a>
<b>County-District-School (CDS) Code</b>	33 67181 6032460

## 2022-23 District Contact Information

<b>District Name</b>	Palo Verde Unified School District
<b>Phone Number</b>	(760) 922-4164
<b>Superintendent</b>	Tracie Kern
<b>Email Address</b>	<a href="mailto:tracie.kern@pvusd.us">tracie.kern@pvusd.us</a>
<b>District Website Address</b>	<a href="https://www.pvusd.us/">https://www.pvusd.us/</a>

## 2022-23 School Overview

Felix J. Appleby Elementary School is committed to providing an education for all students to develop the essential academic skills necessary to become self-reliant lifelong learners. Our direction and focus is to have students appreciate the educational process and to understand that in order to be successful in life, there are expectations of each individual. We are strongly committed to the adoption and implementation of the California State Standards into our educational program. Through the alignment of effective curriculum and instruction, educational leadership, student accountability and parental involvement, students will develop the skills necessary to be prepared and successful in the pursuit of higher education or the increasingly

## 2022-23 School Overview

competitive job market.

### District Mission Statement

Our mission is to enrich, empower and enhance our students' lives through education.

### District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence.

We expect every student to read, write and calculate competently.

We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion.

We expect every parent, student and teacher to support the mutual quest for excellence.

Educational progress can never happen without truth as its foundation, and it is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	63
Grade 2	70
Grade 3	71
Grade 4	68
Grade 5	81
Grade 6	78
Grade 7	55
Grade 8	60
<b>Total Enrollment</b>	<b>634</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.9
Asian	0.2
Black or African American	7.7
Filipino	0.5
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.1
White	13.9
English Learners	11.4
Foster Youth	1.7
Homeless	0.0
Migrant	0.6
Socioeconomically Disadvantaged	77.4
Students with Disabilities	14.5

### 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>	22.30	81.71	107.50	76.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	7.32	3.00	2.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	10.98	11.70	8.35	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.80	9.15	12115.80	4.41
<b>Unknown</b>	0.00	0.00	5.00	3.57	18854.30	6.86
<b>Total Teaching Positions</b>	27.30	100.00	140.00	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>	21.30	70.33	101.90	62.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	4.00	13.19	8.00	4.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	16.49	16.00	9.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	22.00	13.43	11953.10	4.28
<b>Unknown</b>	0.00	0.00	16.00	9.77	15831.90	5.67
<b>Total Teaching Positions</b>	30.30	100.00	164.00	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	3.00	5.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.00</b>	<b>5.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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)	0.00	0.00
<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)	17.20	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Curriculum Frameworks and Content Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the board of trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. Site-level and district-level committees meet to select textbooks and instructional materials. Every student including English learners have access to their own textbooks and instructional material.

On September 20, 2022 the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district. The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired September 20, 2022.

**Year and month in which the data were collected**

September 20, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (K-5); StudySync/McGraw-Hill (6-8)	Yes	0.0
<b>Mathematics</b>	EnVision, Savvas (K-5); Go Math!, Houghton Mifflin Harcourt (6-8)	Yes	0.0
<b>Science</b>	California Science, Pearson (K-5) Focus on Earth Science, CPO Science (6) Focus on Life Science, CPO Science (7) Focus on Physical Science, CPO Science (8)	Yes	0.0
<b>History-Social Science</b>	Houghton Mifflin (K-5) Discovering Our Past: Ancient Civilization, Glencoe/McGraw-Hill (6) Medieval and Early Modern Times, Glencoe/McGraw-Hill (7) The American Journey to World War I, Glencoe/McGraw-Hill (8)	Yes	0.0

## School Facility Conditions and Planned Improvements

Felix J. Appleby Elementary was built in 2009. The school has 37 classrooms, athletic fields, a library with computers, a multipurpose room, and 3 counselors' offices. Felix J. Appleby Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and repairs ensure current facilities remain up-to-date and provide adequate space for students and staff.

Campus maintenance: The custodial staff and the district's facilities department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Two full-time day custodian is assigned to Appleby and meets regularly with the principal to discuss school maintenance and safety issues. We also have a night custodian.

The day custodians are always available for emergency situations. Day custodian responsibilities include preparing and cleaning the cafeteria for breakfast and lunch, cleaning restrooms, keeping the school office clean, setting up furniture and equipment for school events or assemblies, and routine maintenance projects. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving at school. Throughout the day, the custodian and noon supervisors survey the campus to ensure facilities remain safe and clean. During school hours, bathrooms are checked a minimum of three times as a proactive measure to keep facilities stocked, safe and sanitary. The day custodians are qualified and equipped to handle most minor repairs the school requires. Evening custodial support is provided by a team of one custodian under the supervision of the district's Facilities & Operations (F&O) department. Staff meetings regarding general maintenance instructions and concerns are held daily before custodians are dispatched to their respective sites for the evening cleaning. All F&O staff members are required to follow district-approved cleaning standards which are available for public review at the F&O department.

Appleby works closely with F&O for larger projects that may require third-party contractors, routine facilities-maintenance projects, special projects, and school inspections. Schools are required by state law to report the condition of their facilities.

F&O employs a work-order system to communicate its maintenance needs. Teachers and school staff relay safety issues and general maintenance needs directly to the school office staff who then complete a work order request form. The request form is submitted to F&O, which then determines whether site custodial staff or the maintenance staff will complete the project and how the project will be completed. Non-urgent requests are typically fulfilled within 24 hours. Emergency situations are regularly resolved in one hour or less by either site or district custodial staff, based upon the nature of the situation. All maintenance, custodial, groundskeeping personnel, and the principal carry handheld radios to facilitate efficient and effective communication for emergencies as well as day-to-day needs between F&O and school site administrators.

Year and month of the most recent FIT report

10/24/22

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			Damaged wall surface. Work order has been entered for this to be repaired.
<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		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	30	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	16	N/A	33

## 2021-22 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>	414	401	96.86	3.14	37.91
<b>Female</b>	201	194	96.52	3.48	41.24
<b>Male</b>	213	207	97.18	2.82	34.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	30	28	93.33	6.67	28.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	312	302	96.79	3.21	37.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	54	54	100.00	0.00	42.59
<b>English Learners</b>	57	50	87.72	12.28	18.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	307	298	97.07	2.93	36.24
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	64	94.12	5.88	14.06

## 2021-22 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>	414	401	96.86	3.14	20.45
<b>Female</b>	201	194	96.52	3.48	18.56
<b>Male</b>	213	207	97.18	2.82	22.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	30	27	90.00	10.00	14.81
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	312	303	97.12	2.88	20.13
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	54	54	100.00	0.00	22.22
<b>English Learners</b>	57	54	94.74	5.26	9.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	307	296	96.42	3.58	19.59
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	64	94.12	5.88	7.81

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	13.04	NT	14.88	28.5	29.47

## 2021-22 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>	141	138	97.87	2.13	13.04
<b>Female</b>	61	59	96.72	3.28	13.56
<b>Male</b>	80	79	98.75	1.25	12.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	13	12	92.31	7.69	8.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	106	105	99.06	0.94	13.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100	0	16.67
<b>English Learners</b>	18	18	100	0	5.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	100	97	97	3	13.4
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	23	22	95.65	4.35	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	90.24%	87.80%	90.24%	90.24%	90.24%
Grade 7	80.65%	67.74%	85.48%	69.35%	88.71%
Grade 9	N/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

By volunteering in the classroom, school office, cafeteria, and library; working in our garden; or helping students in different areas throughout the day, parents can become active members of Felix J. Appleby Elementary School's learning community, dedicated to developing independent lifelong learners. An open invitation is extended to parents to help with, participate in or simply attend school-sponsored programs.

Parents are encouraged to serve on one of the school's committees and actively participate in the growth and improvement process of their students and the school. The School Site Council (SSC), Parent Teacher Organization (PTO) and English Learner Advisory Committee (ELAC) help ensure school programs meet the needs of the students and are aligned with schoolwide goals. The SSC approves the school site plan and oversees the school budget. ELAC helps students learning English feel welcome at school. The PTO, a very strong and supportive group, oversees and raises funds for student activities.

Regular school-to-home communication, provided in both English and Spanish, keeps parents up-to-date on student progress and school issues. Our school issues notice at the beginning of the school year, before holiday vacations, and several times throughout the year in order to keep parents informed about school activities, tutoring, conferences, traffic, and safety issues. Teachers have developed their own systems of communication for sharing student progress with parents. Progress reports are issued every trimester to help parents maintain up-to-date status on their student's academic and behavioral performance. The PTO distributes flyers to announce special activities and opportunities to support fundraisers and school events. The school marquee displays important announcements, dates, and reminders. The School Messenger automated communication system is used by both administration and teachers for student and school updates and information. Parents have access to teachers' email addresses for more direct communication.

Felix J. Appleby Elementary invites parents to get involved in their child's educational experience. For more information on how to become involved, please contact PTO Co Leaders Vanessa Hernandez and Regina Rios at (760) 922-7174.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	701	677	255	37.7
Female	340	333	123	36.9
Male	361	344	132	38.4
American Indian or Alaska Native	6	6	1	16.7
Asian	1	1	0	0.0
Black or African American	53	51	28	54.9
Filipino	3	3	0	0.0
Hispanic or Latino	515	497	183	36.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	9	2	22.2
White	100	97	38	39.2
English Learners	85	85	30	35.3
Foster Youth	15	15	5	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	551	531	217	40.9
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	110	106	38	35.8

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.94	3.07	2.45
Expulsions	0.00	0.08	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.28	0.11	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.28	0.00
Female	2.94	0.00
Male	5.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.00	0.00
English Learners	2.35	0.00
Foster Youth	13.33	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

## 2022-23 School Safety Plan

A comprehensive school safety plan was initially developed for Felix J. Appleby Elementary in collaboration with local law enforcement and fire-protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child-abuse reporting procedures, teacher notification of dangerous-pupil procedures, disaster-response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan was last reviewed, updated and discussed with school faculty in January 2022. An updated copy of the school safety plan is available to the public at the Palo Verde Unified School District office and the school 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	22	1	2	
2	23		3	
3	23		3	
4	25		3	
5	31		2	
6	32		2	
Other	7	2		

## 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	19	2	2	
1	23		3	
2	23		3	
3	24		3	
4	22	1	1	1
5	24		3	
6	29		2	
Other	15	1	1	

## 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	22		4	
1	21	2	1	
2	23		3	
3	24		3	
4	23		3	
5	23		3	
6	23	1	2	
Other	10	2		

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$5609	535	5074	73957
<b>District</b>	N/A	N/A	8663	\$81,309
<b>Percent Difference - School Site and District</b>	N/A	N/A	-52.3	-9.5
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.1	-6.8

## 2021-22 Types of Services Funded

Specialized instruction: Palo Verde Unified School District and Appleby Elementary believe in early identification and intervention of underperforming students prior to testing for learning disabilities to ensure every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based on their learning level, Individual Education Plan (IEP), or Student Study Team guidelines. Instructional programs are aligned with state and district standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

Appleby Elementary School's special education program is staffed by one Special Day Class teacher and three special day class para-educators who provide full day instruction in a special day class. Two Resource Specialists and two resource para-educators provide individualized and small-group instruction in the general education classroom or the resource room. For students who are mainstreamed, special education staff works closely with classroom teachers to provide instruction either on regularly assigned classwork or focused instruction in designated areas. Individualized instruction for special education students is based on their IEP and provided in the least restrictive environment. The student's parents and school staff meet annually to evaluate student performance and adjust each child's IEP to meet the student's academic needs. We also have one Special Education teacher in the Bridges classroom supporting students who are emotionally disturbed. This classroom also has the support of one paraeducator. The students in this room have very high behavioral needs. The goal is to change the behavior through intensive interventions so that all students in the Bridges program can learn.

Palo Verde Unified School District is a member of the multi-district Riverside County Special Education Local Plan Area (SELPA), which collaborates with 21 school districts and other public and private agencies to provide a full complement of special education services for Felix J. Appleby Elementary School students. Through SELPA, students have access to an extensive pool of resources and expertise in the field of special education.

English learners (EL) are identified through the English Language Proficiency Assessments for California (ELPAC) and home-language survey. Students are placed in a classroom with a teacher who has been trained to teach second-language skills to elementary students. During language arts instruction, EL students are teamed up with qualified teachers and para-educators for English language development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency.

Felix J. Appleby Elementary uses the Wonders Curriculum/ELD component and Wonders curriculum for ELD and reading intervention instruction. English learners are assessed twice annually to measure English language acquisition and adjust reading levels and ELD needs accordingly.

Using various tools including state assessment results and Curriculum Assessments teachers and administrators can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve both their academics and behavior performance. Intervention strategies during and beyond regular instruction include class and grade-level intervention time.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on chapter and end-of-unit tests to determine progress toward achieving proficiency levels, ongoing progress, and instructional needs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$53,195	\$48,503
<b>Mid-Range Teacher Salary</b>	\$78,955	\$74,912
<b>Highest Teacher Salary</b>	\$107,430	\$100,321
<b>Average Principal Salary (Elementary)</b>	\$114,792	\$122,160
<b>Average Principal Salary (Middle)</b>		\$127,632
<b>Average Principal Salary (High)</b>	\$148,107	\$137,578
<b>Superintendent Salary</b>	\$180,000	\$198,665
<b>Percent of Budget for Teacher Salaries</b>	27%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

As part of the growth process, supplemental training and staff development activities are provided at Felix J. Appleby Elementary based on teacher input and needs. During the 2022-23 school year the staff has been exposed to a number of professional developments that support their professional growth in their teaching craft. We continue to focus on the implementation of the Positive Behavior Interventions and Supports (PBIS) program and intervention and enrichment curriculums that support student learning. Teachers have received professional development in Corrective Reading a program that targets deficient reading ability in students.

Appleby Elementary supports the training of its para-educators and non-teaching staff. Para-educators are invited to participate in district staff development workshops, professional workshops, and Riverside County's paraprofessional training. Substitutes are invited to attend the district's back-to-school orientations. Non-teaching staff receives job-related training by vendors, professional consultants, or the Riverside County Office of Education.

New teachers receive intensive support and training through the district's New Teacher Induction Program (NTIP) (formerly known as Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out of state, NTIP provides support and skill-building assistance through formative assessment and individualized support. They also have access to a new teacher orientation in which they get familiarized with the expectations of our school district and our school.

Palo Verde Unified School District's Pre-intern and Intern Program provide support and assistance to aspiring teachers who seek classroom experience while completing their coursework. Pre-interns and interns must be concurrently enrolled in a district-approved college or university and working with a college-assigned mentor. Teachers who do not qualify for NTIP or the Intern Program may take advantage of the district's Buddy Program. Teachers must hold an emergency credential and are assigned to a veteran teacher who provides individualized mentoring and staff development.

Veteran teachers receive support and training through the district's Peer Assistance and Review program (PAR). The PAR program is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as consulting teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

All teachers have weekly professional learning time collaborating on teaching and learning. Grade-level teams plan lessons together using this important time to support professional development integration across grade levels and into classrooms aligning common practices to benefit students.

Staff members continue to learn new teaching concepts and strategies by attending trade conferences, seminars, professional workshops, and district-sponsored training throughout the year on their own time.

The principal and office staff participate in a number of training sessions with a Sherman Garnett and Associates to learn about the different guidelines on Pupil Records and Discipline, Due Process, Suspensions, and Expulsions.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15