

# **Felix J. Appleby Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<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>	Karina De La Peña
<b>Email Address</b>	kdelapena@pvusd.us
<b>Website</b>	<a href="http://www.pvusd.us/aes">http://www.pvusd.us/aes</a>
<b>County-District-School (CDS) Code</b>	33 67181 6032460

Entity	Contact Information
<b>District Name</b>	Palo Verde Unified School District
<b>Phone Number</b>	(760) 922-4164
<b>Superintendent</b>	Dr. Charles Bush
<b>Email Address</b>	charles.bush@pvusd.us
<b>Website</b>	www.pvusd.us

## School Description and Mission Statement (School Year 2019-20)

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 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.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	85
<b>Grade 1</b>	71
<b>Grade 2</b>	72
<b>Grade 3</b>	81
<b>Grade 4</b>	69
<b>Grade 5</b>	77
<b>Grade 6</b>	85
<b>Grade 7</b>	95
<b>Grade 8</b>	91
<b>Total Enrollment</b>	726

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.7
Asian	0.3
Filipino	0.1
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.1
White	15.3
Two or More Races	1.1
Socioeconomically Disadvantaged	81.3
English Learners	12.1
Students with Disabilities	13.4
Foster Youth	0.3
Homeless	

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	26	123
Without Full Credential	10	10	6	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

**Year and month in which data were collected:** September 17, 2019

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 17, 2019, 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 17, 2019.

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, Pearson (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 (Most Recent Year)

Felix J. Appleby Elementary is a brand-new state-of-the-art facility built in 2009. The school has 33 classrooms, athletic fields, a library with computers, computer lab, multipurpose room and 13 portable classrooms in addition to the permanent classrooms. 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. One full-time day custodian is assigned to Appleby and meets regularly with the principal to discuss school maintenance and safety issues.

The day custodian is 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 custodian is qualified and equipped to handle most minor repairs the school requires. Evening custodial support is provided by a team of two custodians 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 site 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 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 and grounds keeping 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.

## School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 11/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All suggested repairs were very minor in nature.

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Interior:</b> Interior Surfaces	Good	All suggested repairs were very minor in nature.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	All suggested repairs were very minor in nature.
<b>Electrical:</b> Electrical	Good	All suggested repairs were very minor in nature.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	All suggested repairs were very minor in nature.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All suggested repairs were very minor in nature.
<b>Structural:</b> Structural Damage, Roofs	Good	All suggested repairs were very minor in nature.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All suggested repairs were very minor in nature.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	44	29	34	50	50
Mathematics (grades 3-8 and 11)	24	32	17	20	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	467	98.11	1.89	44.11
Male	264	256	96.97	3.03	42.19
Female	212	211	99.53	0.47	46.45
Black or African American	38	38	100.00	0.00	28.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	348	342	98.28	1.72	43.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	71	98.61	1.39	57.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	397	390	98.24	1.76	40.00
English Learners	81	79	97.53	2.47	34.18
Students with Disabilities	73	68	93.15	6.85	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	469	98.53	1.47	32.20
Male	264	257	97.35	2.65	32.68
Female	212	212	100.00	0.00	31.60
Black or African American	38	38	100.00	0.00	31.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	348	344	98.85	1.15	31.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	71	98.61	1.39	38.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	397	391	98.49	1.51	28.90
English Learners	81	81	100.00	0.00	25.93
Students with Disabilities	73	68	93.15	6.85	14.71
Students Receiving Migrant Education Services	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.7	6.5	15.6
7	21.5	18.3	3.2

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.

## 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)

By volunteering in the classroom, school office, cafeteria and library; working in our garden; or helping with student supervision during recesses, 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 student 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 to 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 notices 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, and Program Improvement status. 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 President Melissa Peterson at (760) 922-7174.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	7.1	5.5	5.4	8.4	6.2	5.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.1	0.0	0.0	0.4	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 October 2019. 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

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

### 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	22	1	3		23		4		21	1	3	
1	26		3		22	1	2		24		3	
2	24		3		23		3		24		3	
3	25		3		23		3		27		3	
4	26		3		25		3		23		3	
5	34			2	28		3		24		3	
6	35			3	23	1	3		22	1	2	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	2420.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,964	\$175	\$4,789	\$73,482
District	N/A	N/A	\$8,056	\$75,325.00
Percent Difference - School Site and District	N/A	N/A	-50.9	-2.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-44.2	0.7

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.

### Types of Services Funded (Fiscal Year 2018-19)

Specialized instruction: Palo Verde Unified School District and Appleby Elementary believe in early identification and intervention of under performing 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 one special day class para-educator who provides full day instruction in a special day class. Two Resource Specialists and two resource para-educators provide individual and small group instruction in the general education classroom or the resource room. One Special Education Teacher for our Bridges program and one para-educator to support the students in the Bridges program. 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.

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 Appleby Elementary School students. Through the 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.

Appleby Elementary uses the Wonders Curriculum/ELD component and English in a Flash curriculum for ELD and reading intervention instruction. English learners are assessed twice annually to measure English language acquisition and adjust reading level 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,008	\$46,208
Mid-Range Teacher Salary	\$79,872	\$72,218
Highest Teacher Salary	\$103,014	\$92,742
Average Principal Salary (Elementary)	\$107,870	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$139,003	\$127,356
Superintendent Salary	\$195,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	12

As part of the growth process, supplemental training and staff development activities are provided at Felix J. Appleby Elementary based on teacher input, student assessment data, feedback from professional conferences and improvement goals. During the 2015-2019 school years, our school's training efforts focused primarily on the implementation of the Positive Behavior Interventions and Supports (PBIS) program, Step Up to Writing (SUTW) program, and Direct Interactive Instruction (DII); training sessions took place on early release days and after school as well as during instructional time for the DII coaching sessions. During the 2018-2019 school year, we plan to continue professional development for our PBIS and SUTW programs, DII, and the current curriculum for English language arts and math, MyOn (reading program), and professional learning communities and data teams.

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 receive 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.

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.