

# Felix J. Appleby Elementary School

## School Accountability Report Card



### GRADES K-6

10321 Vernon Avenue Blythe, CA 92225

Phone: (760) 922-7174 Fax: (760) 922-0504

Website: <http://felixjappleby.sharpschool.com>

Jeremy F. James, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### Principal's Message

Felix J. Appleby Elementary School continues to focus on maintaining a strong core curriculum, integrating technology into each classroom, and providing educational opportunities outside the classroom. Our academic program complements the community and is designed to meet the individual needs of each student. We continually assess and refine our programs to meet the ever-changing demands of modern society. Our students and staff recognize that only through the hard work of staff, students, and parents can we achieve educational excellence.

Thank you for taking the time to review this report. Your feedback about school programs makes us stronger. If you have any questions or comments, please contact the school at (760) 922-7174.

### Parental Involvement

By volunteering in the classroom, school office, cafeteria, or library, working in the book fair, or helping with student supervision during recesses, parents can become active members of Felix J. Appleby Elementary'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)/Alternative Governance Monitoring Board, Parent Teacher Organization (PTO), English Language Advisory Council (ELAC), Gifted & Talented Education Committee, and Curriculum Council help ensure that 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. Felix J. Appleby Elementary School's principal issues a letter at the beginning of the school year, before holiday vacations, and several times throughout the year—keeping 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 Teleparent automated communication system is used by both the Administration and the teachers for student and school updates and information. Parents have access to teachers e-mail addresses for more personal communication.

Felix J. Appleby Elementary invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact Jennifer Lambert, President of PTO, at (760) 922-7174.

### School Safety

A comprehensive School Site 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. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and the school office.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September of 2011.



### Palo Verde Unified School District

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#### Bob Bilek

Acting Superintendent/  
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#### 2011-12 Board of Trustees

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

#### Percentage of Students Meeting Fitness Standards

##### Grade 5

Four of Six Standards	29.2%
Five of Six Standards	20%
Six of Six Standards	12.3%



### Student Enrollment by Group

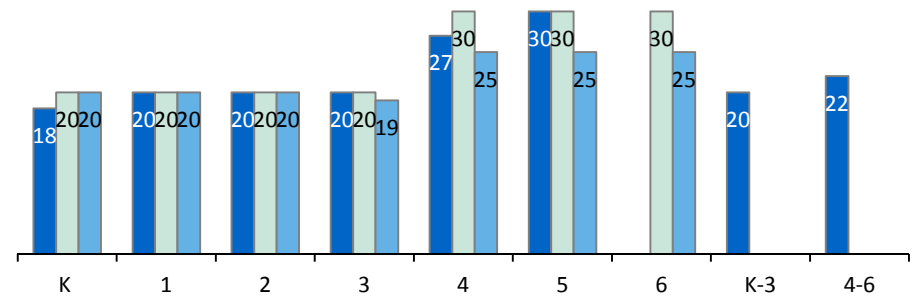
#### Felix J. Appleby ES

Socioeconomically Disadvantaged	68.9%
English Learners	18.2%
Students with Disabilities	9.3%

### Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

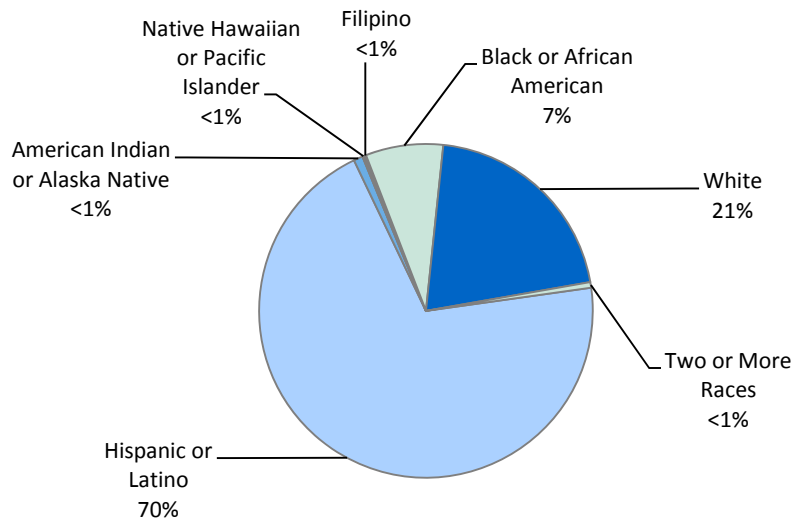


### Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			4			4		
1	5			4			4		
2	3			4			4		
3	3			5			5		
4		3		3				3	
5		2		3				3	
6				2				3	
K-3	2								
4-6		1							

### Enrollment and Demographics

The total enrollment at the school was 559 students for the 2010-11 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

### School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Exemplary
<b>Date of the Most Recent School Site Inspection</b>			10/25/2011
<b>Date of the Most Recent Completion of the Inspection Form</b>			10/25/2011

### School Facilities

Felix J. Appleby Elementary is a brand new state of the art facility built in 2009. The school has 29 classrooms, athletic fields, a library with computers, computer lab, a multipurpose room, and 7 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 district’s maintenance 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; daily responsibilities include preparing and cleaning the cafeteria for breakfast and lunch, restroom cleanliness, 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 that the school requires.

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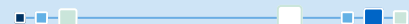
### School Facilities

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Evening custodial support is provided by a team of two custodians under the supervision of the District’s Maintenance & Operations department (M&O). Staff meetings are held daily before custodians are dispatched to their respective site for the evening cleaning; topics of discussion cover general maintenance instructions and concerns. All M&O staff are required to follow District-approved cleaning standards which are available for public review at the Maintenance & Operations department.

Appleby works closely with M&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.

M&O employs a work order system that enables Appleby 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 M&O who 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, grounds keeping personnel and the principal carry handheld radios to facilitate efficient and effective communications for emergencies as well as day-to-day needs between M&O and school site administrators.



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Felix J. Appleby ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

## 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 district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Felix J. Appleby ES	
Currency of Textbook Information	
Data Collection Date	10/2011

## District Mission Statement:

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

## Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. 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 materials.

On October 4, 2011, 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, that:

1. Each student in each school in the Palo Verde Unified School District has a standards-aligned textbook 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, and
4. 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 in October 2011.

## Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2002
Mathematics	McGraw-Hill	2001
Science	Pearson	2007
History-Social Science	Houghton Mifflin	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

◇ Not applicable.

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Felix J. Appleby ES			Palo Verde USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	28%	37%	45%	29%	33%	34%	49%	52%	54%
Mathematics	37%	48%	65%	29%	32%	34%	46%	48%	50%
Science	35%	61%	28%	35%	39%	35%	50%	54%	57%

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels			
Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	34%	34%	35%
All Students at the School	45%	65%	28%
Male	42%	65%	35%
Female	48%	65%	21%
Black or African American	21%	44%	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	43%	64%	18%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	60%	78%	58%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	41%	63%	21%
English Learners	27%	49%	❖
Students with Disabilities	17%	37%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



## API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

## API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	2	1	2
Similar Schools API Rank	2	1	3

## API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Felix J. Appleby ES — Actual API Change		
	Felix J. Appleby ES		Palo Verde USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	378	778	2,533	679	4,683,676	778	-7	53	40
Black or African American	30	706	203	597	317,856	696	■	■	■
American Indian or Alaska Native	3	■	17	750	33,774	733	■	■	■
Asian	0	■	18	753	398,869	898	■	■	■
Filipino	0	■	15	905	123,245	859	■	■	■
Hispanic or Latino	255	773	1,552	658	2,406,749	729	0	67	36
Native Hawaiian or Pacific Islander	1	■	6	■	26,953	764	■	■	■
White	88	824	717	740	1,258,831	845	-6	5	59
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	310	762	1,786	643	2,731,843	726	-5	62	34
English Learners	85	750	450	601	1,521,844	707	■	31	43
Students with Disabilities	47	587	284	463	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Felix J. Appleby ES			Palo Verde USD		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspension Rate</b>	9%	6%	4%	8%	19%	19%
<b>Expulsion Rate</b>	0%	0%	<1%	0%	1%	<1%

## 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—ensuring 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 upon 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’s special education program is staffed by one special day class teacher and two special day class instructional aides who provide full-day instruction in a special day class. One resource specialist and one resource specialist aides provide individual and small group instruction in the general education classroom or the resource room. For students who are mainstreamed, special education staff work 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 1) based upon their IEP and 2) provided in the least restrictive environment. The student’s parents and school staff meet annually to evaluate student performance and adjust the 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’s 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 California English Language Development Test (CELDT) 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, Level 1 English learners (students at the very early stages of learning the English Language) are teamed up with qualified teachers and instructional aides for English Language Development (ELD) instruction, which focuses on increasing vocabulary skills and language fluency. After-school tutoring is provided for 60 minutes, three days a week; students work with qualified certificated teachers to increase their language fluency and acquisition. Appleby Elementary uses the Houghton Mifflin series 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.

Students in grades 3-5 may qualify for the Gifted and Talented Education (GATE) program through District testing. GATE students are clustered in the general education environment and receive differentiated instruction from a GATE-trained teacher. Once a week, GATE students from Appleby Elementary, Margaret White Elementary, and Ruth Brown Elementary are brought together to participate in 180 minutes of thematic instruction.

Using various tools including State assessment results, Common Assessments, and Benchmarks, 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 academic and/or behavioral performance. Intervention strategies during and beyond regular instruction include class and grade level intervention time.

Appleby has the lowest class sizes of all of the three elementary schools as a result of the QEIA grant. In grades Kindergarten through 3rd grade the class is 20 to one instructor and 4th through 6th grade 25 to one instructor as a direct benefit of the QEIA grant. In the rest of the district there is a 32 to one instructor ratio.

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.

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.



## Professional Development

As part of the growth process, supplemental training and staff development activities were provided at Appleby Elementary based upon teacher input, student assessment data, feedback from professional conferences, and program improvement goals. During the 2010-11 school year, Appleby Elementary’s training efforts focused primarily on the implementation of the Professional Learning Communities (PLC), Thinking Maps, and Common Assessments; training sessions took place on early release days.

Appleby Elementary and Palo Verde Unified School District has teamed up with the Riverside County District Assistance and Intervention Team for the past year to help review its Single Plan for Student Achievement and ensure its alignment to State Frameworks and Content Standards. The DAIT representatives participated in site-based professional development and coaching activities to help teachers create an environment of continuous learning and improve student proficiency levels in reading and math.

Appleby Elementary supports the training of its instructional aides and non-teaching staff. Instructional aides are invited to participate in AB472 training, 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.

*Continued on page 8*

## Professional Development

*Continued from page 7*

New teachers receive intensive support and training through the district's New Teacher Induction Program [formerly known as Beginning Teacher Support and Assessment (BTSA)]. For beginning teachers and new teachers recruited from out of state, the New Teacher Induction Program 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 the Induction Program 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.

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. For the previous three school years, we have had five days each year dedicated to staff and professional development.



## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Felix J. Appleby ES		Palo Verde USD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✘		No	

## Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Felix J. Appleby ES	Palo Verde USD
<b>Program Improvement Status</b>	Not In PI	In PI
<b>First Year of Program Improvement</b>	✧	2007-2008
<b>Year in Program Improvement</b>	✧	Year 3
<b>Number of Schools Identified for Program Improvement</b>	5	
<b>Percent of Schools Identified for Program Improvement</b>	71.4%	

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.  
 ✧ Not applicable.



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Palo Verde USD	Felix J. Appleby ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	24	26	28
Without Full Credential	5	1	2	2
Teaching Outside Subject Area of Competence		0	1	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Felix J. Appleby ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Felix J. Appleby ES	100.0%	0.00%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.33
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.33
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	FTE
Dropout Prevention Specialist	1.00
Classroom Paraprofessional	5.00
Office Staff	2.00



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

### School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Felix J. Appleby ES	
Total Expenditures Per Pupil	\$5,540
Expenditures Per Pupil From Restricted Sources	\$1,129
Expenditures Per Pupil From Unrestricted Sources	\$4,411
Annual Average Teacher Salary	\$64,904



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### Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Felix J. Appleby ES	\$4,411	\$64,904
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	-24.1%	+12.9%
School and California — Percent Difference	-23.7%	+2.8%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.