

Felix J. Appleby Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Felix J. Appleby Elementary School
Street	10321 Vernon Ave
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-7174
Principal	Patricia A. Arce
Email Address	patricia.arce@pvusd.us
School Website	https://aes.pvusd.us/
Grade Span	K-8
County-District-School (CDS) Code	33 67181 6032460

2025-26 District Contact Information

District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	April Smith
Email Address	asmith@pvusd.us
District Website	https://www.pvusd.us/

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	55
Grade 2	78
Grade 3	67
Grade 4	71
Grade 5	73
Grade 6	68
Grade 7	63
Grade 8	62
Total Enrollment	617

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.6
Asian	0.2
Black or African American	6.6
Filipino	0.2
Hispanic or Latino	75.9
Two or More Races	1.9
White	13.9
English Learners	9.7
Foster Youth	3.9
Homeless	2.8
Migrant	0.5
Socioeconomically Disadvantaged	86.1
Students with Disabilities	16.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	70.33	101.9	62.13	234405.2	84
Intern Credential Holders Properly Assigned	4	13.19	8	4.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	16.49	16	9.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22	13.43	11953.1	4.28
Unknown/Incomplete/NA	0	0	16	9.77	15831.9	5.67
Total Teaching Positions	30.3	100	164	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.3	67.03	102.7	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	3	9.89	7	4.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	19.78	18.3	11.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.3	25.3	15.76	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.6	4.76	14303.8	5.15
Total Teaching Positions	30.3	100	161	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.3	65.91	95	59.61	230039.4	100
Intern Credential Holders Properly Assigned	3	10.23	4.5	2.82	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	17.05	17.3	10.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	6.82	30.6	19.2	12112.8	4.34
Unknown/Incomplete/NA	0	0	11.9	7.5	13705.8	4.91
Total Teaching Positions	29.3	100	159.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	5.00	5	5
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	6	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 16, 2025 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 16, 2025.

Year and month in which the data were collected

September 16, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-5); StudySync/McGraw-Hill (6-8)	0.0
Mathematics	EnVision, Savvas (K-5); Go Math!, Houghton Mifflin Harcourt (6-8)	0.0
Science	Science Dimensions, Houghton Mifflin Harcourt (K-8)	0.0
History-Social Science	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)	0.0

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

School Facility Conditions and Planned Improvements

Felix J. Appleby Elementary was built in 2009. The school has 37 classrooms, athletic fields, a library, 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. One full-time day custodian is assigned to Appleby and meets regularly with the principal to discuss school maintenance and safety issues. We also have two night custodians.

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 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 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

11/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Dirty return grill (room 4). Work order submitted.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	25	29	29	47	48
Mathematics (grades 3-8 and 11)	16	13	16	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	375	94.22	5.78	24.87
Female	191	177	92.67	7.33	32.95
Male	206	197	95.63	4.37	17.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	33	32	96.97	3.03	15.63
Filipino	--	--	--	--	--
Hispanic or Latino	296	281	94.93	5.07	25.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	55	48	87.27	12.73	25.53
English Learners	42	40	95.24	4.76	17.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	342	324	94.74	5.26	22.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	75	96.15	3.85	2.67

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	374	93.97	6.03	13.37
Female	191	177	92.67	7.33	13.56
Male	206	196	95.15	4.85	13.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	33	32	96.97	3.03	9.38
Filipino	--	--	--	--	--
Hispanic or Latino	296	281	94.93	5.07	12.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	48	87.27	12.73	20.83
English Learners	42	40	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	342	323	94.44	5.56	11.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	74	94.87	5.13	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.45	7.2	10.61	11.67	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	125	91.91	8.09	7.20
Female	65	58	89.23	10.77	10.34
Male	71	67	94.37	5.63	4.48
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	103	94	91.26	8.74	6.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	5.88
English Learners	13	12	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	106	92.17	7.83	6.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98.5%	100.0%	100.0%	98.5%	100.0%
Grade 7	95.7%	97.1%	98.6%	98.6%	98.6%
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 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, ELOP, 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 President-Amanda Maciel and Secretary-Regina Rios at (760) 922-7174.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	668	654	190	29.1
Female	324	318	101	31.8
Male	343	335	89	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	56	52	22	42.3
Filipino	--	--	--	--
Hispanic or Latino	495	488	135	27.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	13	6	46.2
White	91	91	25	27.5
English Learners	60	60	10	16.7
Foster Youth	49	49	14	28.6
Homeless	20	20	7	35.0
Socioeconomically Disadvantaged	579	569	181	31.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	135	133	51	38.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.35	9.75	5.99	8.77	7.21	4.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.58	0.3	0	0.47	0.16	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.99	0.30
Female	3.40	0.31
Male	8.45	0.29
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.07	1.79
Filipino	0.00	0.00
Hispanic or Latino	4.44	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	28.57	0.00
White	5.49	0.00
English Learners	3.33	0.00
Foster Youth	4.08	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	6.39	0.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.33	0.74

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 2025. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	0
1	24	0	3	0
2	22	1	2	0
3	23	0	3	0
4	21	0	3	0
5	21	1	2	0
6	24	0	3	0
Other	18	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	3	0	0
1	24	0	3	0
2	23	0	3	0
3	22	1	2	0
4	22	1	2	0
5	32	0	2	0
6	23	0	3	0
Other	13	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		2	
1	18	3		
2	26		3	
3	22		3	
4	31		2	
5	32		2	
6	31		2	
Other	13	2		

2024-25 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	617

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9062	\$1914	\$7148	\$94,957
District	N/A	N/A	\$15,631	\$98,261
Percent Difference - School Site and District	N/A	N/A	-74.5	8.8
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-40.4	8.0

Fiscal Year 2024-25 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 two Special Day Class teachers and two special day class para-educators in each class who provide full day instruction. Two Resource Specialists and one 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.

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.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,523	\$57,978
Mid-Range Teacher Salary	\$91,315	\$89,612
Highest Teacher Salary	\$124,249	\$117,194
Average Principal Salary (Elementary)	\$125,771	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$150,065	\$162,334
Superintendent Salary	\$185,400	\$234,076
Percent of Budget for Teacher Salaries	23.53%	27.81%
Percent of Budget for Administrative Salaries	3.81%	5.47%

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 2025-26 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.

Newly and continuing teachers receive support and training through the district's coaches and Director of Curriculum and Instruction. Experienced and knowledgeable veteran teachers, referred to as Academic Coaches, 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

Professional Development

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15