Aspen Ridge Public
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	3821 North Clark St. Fresno, CA , 93726-4806	**Principal:**	Riley Fox, Site Director
Phone:	(559) 374-0080	**Grade Span:**	7-12

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 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.

About This School

Riley Fox, Site Director

 Principal, Aspen Ridge Public

About Our School

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Contact

Aspen Ridge Public
3821 North Clark St.
Fresno, CA 93726-4806

Phone: (559) 374-0080
Email: riley.fox@aspenps.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Nelson Ed.D., Bob
Email Address	bob.nelson@fresnounified.org
Website	www.fresnounified.org

School Contact Information (School Year 2023–24)

School Name	Aspen Ridge Public
Street	3821 North Clark St.
City, State, Zip	Fresno, CA , 93726-4806
Phone Number	(559) 374-0080
Principal	Riley Fox, Site Director
Email Address	riley.fox@aspenps.org
Website	http://ridge.aspenps.org
County-District-School (CDS) Code	10621660140806

Last updated: 1/10/24

School Description and Mission Statement (School Year 2023–24)

Aspen Ridge Public School is a WASC-accredited public charter school that offers all students a rigorous college preparatory educational program that includes access to dual enrollment at Fresno City College (at no cost), where students can earn college credit while in high school. In addition, Aspen Ridge offers an extensive sports program, clubs/organizations; and visits to Colleges and Universities. This past year, of the students that participated in dual enrollment, 100% passed their course.

Aspen Ridge Public School currently serves 227 students in grades 7-11 and will expand to serve grades 7-12 by the 2024-25 school year, with the Class of 2025 as its first graduates. Our student demographics reflect the community we serve with approximately 73% Hispanic, 15% African American, 7% White, 3% Asian, 1% Two or More Races, 19% Students with Disabilities (SWD), 16% English Learners, 1% Foster Youth, 19% Homeless Youth, and 85% Socioeconomically Disadvantaged.

Our students and their families/caregivers have faced tremendous adversity and hardships including anxiety, trauma, job/employment loss, food and/or housing insecurity. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. The pandemic has exacerbated these problems as it magnified economic inequality and reduced low-income families' access to healthcare, food, jobs, and housing. The stressors and uncertainty surrounding the pandemic compound the stressors low-income communities already experience on a daily basis, which has made this an incredibly challenging time our students.

Aspen Ridge Public School's manage their learning through the Summit Personalized Learning platform that focuses on four components:

1. Cognitive Skills: is universally supported by multiple prominent curriculum frameworks. Cognitive skills equip students with interdisciplinary 21st century competencies to navigate college and careers.

2. Content Knowledge: students must acquire and retain key content knowledge to support the development of Cognitive skills. To meet the needs of all learners, students advance through the material at their own pace and with appropriate supports and move on when they demonstrate proficiency in the subject area.
3. Habits of Success: a set of skills, mindsets, dispositions, and behaviors that develop along a continuum and that are grounded in social nature of learning. It promotes independence, sustainability, perseverance, mindset from self and school, school readiness and healthy development.
4. Sense of Purpose: students who cultivate a sense of purpose are more likely to succeed in meeting their short and long-term goals. Upon high school graduation, students need to possess an understanding of their interests, values, and skills; they also need to construct a credible path after high school for translating those interests, values, and skills into fulfilled lives.

Aspen Public Schools was awarded the CA Community Schools Planning Grant as we move towards strengthening and expanding supports in alignment with our Multi-tiered System of Supports (MTSS), Expanded Learning Opportunities Program (ELOP) and PBIS. The Community School Coordinator leads the Community Schools Steering Committee and seek partnerships with community based organizations that support our school's mission and vision.

Our school was awarded a multi-year grant from Silicon Schools to improve student academic outcomes. Aspen Ridge Public School has partnered with Truly Reviving our Youth (TROY) Center that provides mentors for our students; and All 4 Youth, that provides onsite mental health services. The 2023 CA School Dashboard reflects a reliance in Chronic absenteeism rates from 46.4% (2022) to 33.3% (2023), and continues to be an area for improvement and growth.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	61
Grade 8	61
Grade 9	29
Grade 10	24
Total Enrollment	175
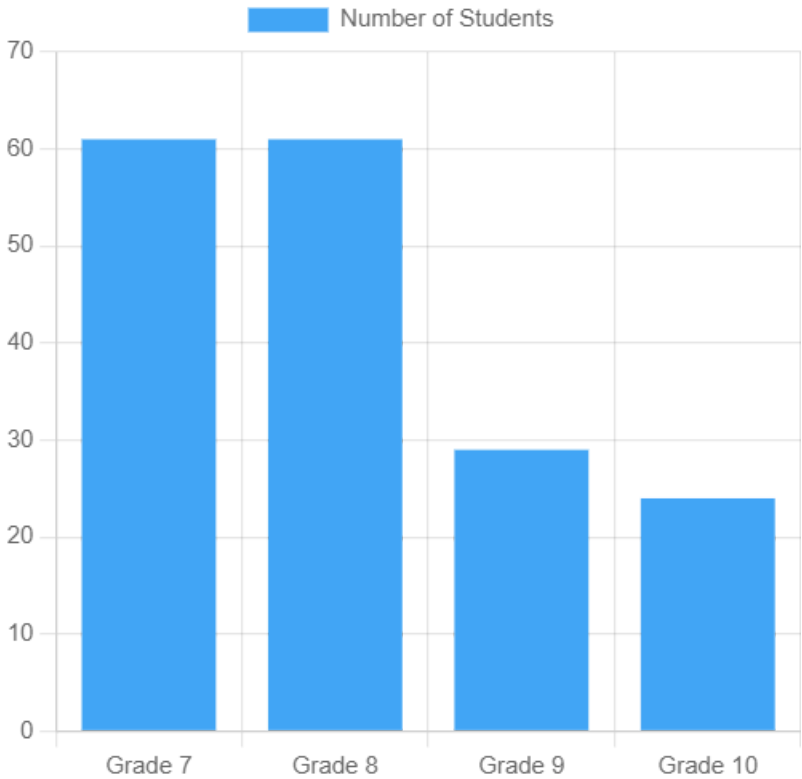
Last updated: 1/8/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.30%
Non-Binary	0.60%
American Indian or Alaska Native	1.10%
Asian	2.30%
Black or African American	13.10%
Filipino	0.60%
Hispanic or Latino	72.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.30%
White	8.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.00%
Foster Youth	0.60%
Homeless	9.10%
Migrant	0.00%
Socioeconomically Disavantaged	77.10%
Students with Disabilities	14.90%

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 Preparation and Placement (School Year 2020–21)

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)			1940.00	82.79%	228366.10	83.12%
Intern Credential Holders Properly Assigned			55.80	2.38%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			130.70	5.58%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			95.60	4.08%	12115.80	4.41%
Unknown/Incomplete/NA			120.90	5.16%	18854.30	6.86%
Total Teaching Positions			2343.30	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teacher Preparation and Placement (School Year 2021–22)

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)	6.00	58.82%	3405.80	84.16%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	8.14%	101.90	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	29.31%	326.30	8.06%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	119.90	2.97%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.53%	92.60	2.29%	15831.90	5.67%
Total Teaching Positions	10.20	100.00%	4046.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		0.00
Misassignments		2.90
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		2.90

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		32%
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%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit Online (online curriculum)	Yes	0
Mathematics	Summit Learning Illustrative Mathematics (online curriculum)	Yes	0
Science	Summit Learning (online curriculum)	Yes	0
History-Social Science	Summit Learning (Online curriculum) - History Standards and C3 Framework	Yes	0
Foreign Language	French UC Scout/ Spanish Dual Enrollment Opportunties 9-12 (Fresno City College)	Yes	0
Health	Health Education Today	Yes	0
Visual and Performing Arts	Teacher created standards aligned	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/8/24

School Facility Conditions and Planned Improvements

Aspen Ridge Public School ensures that its facility is safe, and clean at all times. The custodial staff has established cleaning standards outlined and recommended by the State and County Department of Health.

Annually our staff conducts a facility inspection using the CDE's Facility Inspection Tool (FIT) which is reported annually on the school's SARC, LCAP, and the Local Indicators Report on the CA Schools Dashboard. The determination of repair status is based on the most recent facility inspection as

documented on the FIT tool.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary

Last updated: 1/8/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	34%	35%	32%	33%	47%	46%
Mathematics (grades 3-8 and 11)	17%	18%	21%	23%	33%	34%

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.

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

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00%	0.00%	34.51%
Female	56	56	100.00%	0.00%	35.71%
Male	57	57	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00%	0.00%	37.50%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	82	100.00%	0.00%	32.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00%	0.00%	12.50%
Foster Youth	0	0	0%	0%	0%
Homeless	12	12	100.00%	0.00%	25.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	92	92	100.00%	0.00%	28.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	10.53%

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

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.

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 for students taking and completed state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00%	0.00%	17.70%
Female	56	56	100.00%	0.00%	10.71%
Male	57	57	100.00%	0.00%	24.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00%	0.00%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	82	100.00%	0.00%	17.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	12	12	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	92	92	100.00%	0.00%	13.04%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	10.53%

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

Last updated: 1/8/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	11.76%	15.58%	16.31%	16.32%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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 by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00%	0.00%	15.58%
Female	36	36	100.00%	0.00%	11.11%
Male	41	41	100.00%	0.00%	19.51%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	60	60	100.00%	0.00%	13.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	65	100.00%	0.00%	13.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	8.33%

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.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/8/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	98%	92%	100%	100%	96%
9	100%	96%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/8/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Aspen Ridge Public School provides all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through Coffee with the Administrators, parent workshops, assemblies open to families, weekly newsletters, messaging through ParentSquare, and surveys. Parents also have access to Infinite Campus Parent portal where they can view their child's academic grades, progress, attendance, and communicate with teachers.

The Community School Coordinator facilitates parent meetings, workshops, communicate with families (outreach), seek partnerships with community-based organizations to provide resources for families/students. The Leadership team hosts family nights/events and Coffee with the Leadership to communicate and build partnerships with families.

The Leadership team hosts Parent workshops on:

·   Understanding i-Ready assessment result

- Summit Learning Platform
- ELPAC Summative assessment
- Attendance/chronic absenteeism
- Preparing for College

At Aspen Ridge Public School parent input in decision-making takes place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD).

- English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- CCSPP Steering Committee

Interpreter services are available for all committee meetings and upon request.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				9.6%	7.8%	8.6%	9.4%	7.8%	8.2%
Graduation Rate				85.2%	88.5%	84.9%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
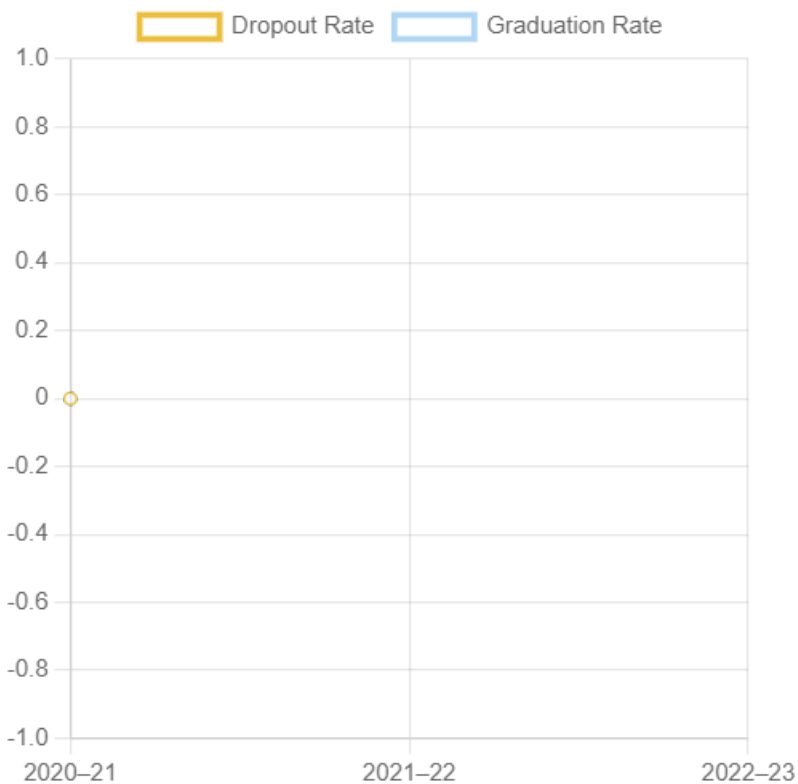
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	196	185	68	36.8%
Female	99	93	33	35.5%
Male	96	91	34	37.4%
Non-Binary	1	1	1	100.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	4	4	0	0.0%
Black or African American	25	23	9	39.1%
Filipino	1	1	1	100.0%
Hispanic or Latino	143	135	49	36.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	4	4	2	50.0%
White	17	16	7	43.8%
English Learners	30	29	7	24.1%
Foster Youth	1	1	0	0.0%
Homeless	22	22	8	36.4%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	157	148	56	37.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	30	30	9	30.0%

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.

Last updated: 1/8/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	10.90%	22.45%	0.17%	5.72%	7.20%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.64%	0.51%	0.00%	0.16%	0.23%	0.00%	0.07%	0.08%

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.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	22.45%	0.51%
Female	21.21%	1.01%
Male	23.96%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	16.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	23.08%	0.70%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	17.65%	0.00%
English Learners	20.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	31.82%	4.55%
Socioeconomically Disadvantaged	24.84%	0.64%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	33.33%	3.33%

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

School Safety Plan (School Year 2023–24)

Aspen Ridge Public School reviews, updates, and adopts the Comprehensive School Safety Plan on an annual basis which is then presented to the governing board by March 1st for approval.

Aspen Ridge Public School's Comprehensive School Safety Plan engages its staff in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Aspen Ridge Public School adheres to the California Department of Education (CDE) Safe Schools Planning, a compliance tool for School Safety Plans.

Aspen Ridge Public School's Comprehensive School Safety Plan complies with the following and includes the following components.

· Designated safety planning committee has specific responsibilities for their school EC 32281(a)

· All staff undergo annual training.

· Assessment of the status of school crime or crimes at school-related functions.

· Child abuse and neglect reporting procedures.

· Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.

· Earthquake emergency procedures

· Fire Drills

· School building disaster plans for the following situations which may include but are not limited to: bomb thread, bioterrorism/hazardous materials; earthquake; flood; power failure/blackout; intruders/solicitors' weapons/assault/hostage; explosion; gas/fumes

· Suspension/expulsion policies and procedures.

· Procedures to notify teachers of dangerous students.

· Discrimination and harassment policy that includes hate crime reporting procedures and policies.

· Schoolwide dress code exists, that includes prohibition of gang-related apparel.

· Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.

· Maintenance of a safe and orderly environment conducive to learning at the school.

· Rules and procedures on school discipline.

· Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.

Classrooms are equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, emergency contact information; evacuation maps. The school has a supply of food and water on campus for all students and staff in the event of an emergency. The evacuation plan is clearly posted on the wall of every classroom.

Last updated: 1/8/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	8		
Mathematics	17.00	8		
Science	16.00	7		
Social Science	17.00	8		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	5	3	0
Mathematics	21.00	6	3	0
Science	22.00	5	3	0
Social Science	22.00	5	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	175

* 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.

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	0.30

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other	0.00

* 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 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16747.76	$5502.14	$11245.62	$59709.00
District	N/A	N/A	--	$85768.00
Percent Difference – School Site and District	N/A	N/A	--	-35.80%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	38.60%	-38.20%

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

Types of Services Funded (Fiscal Year 2022–23)

Aspen Ridge Public School offers its students a broad course of study beyond core subjects (ELA, Math, Science, History, & PE) and college preparatory electives and UC A-G approved courses.

Throughout the year, student academic progress is measured and monitored using i-Ready assessments for ELA and math. Teachers utilize the i-Ready Teacher Toolbox Intervention, a resource of tools to support students struggling in reading and math.

The Intervention Teacher provide sTier 2 support focusing on students reading 2 or more years below grade level as identified using i-Ready assessments; and using Phonics for Reading; and provides coaching/training for Instructional aides. The. Instructional Aides provide evidence-based high dosage tutoring to identified/assigned students struggling in ELA and Math.

Students have access to and cycle through one of the following four intervention courses that meet twice pre week (90 minutes each).

1. Reading/Writing intervention Block
2. Math Intervention Block
3. Strengthen designated ELD course to improve academic outcomes for ELs.
4. Digital Empowerment: focuses on 7 Habits of Highly effective Teens. For 8th grade: Students will be enrolled in Health.
5. Art Instruction

Students have access to the following program/services to address academic and/or achievement gaps:

· Algebra Success Course: a concurrent course for students that failed Math 8 – and are transitioning to grade 9
· After school tutoring – all teachers hold office hours (4 days per week) – all subject areas
· Summer School Credit Recovery Program

Aspen Ridge Public School is committed to providing social-emotional and behavioral services to support the mental health need of our students. Counseling services are provided for students including grief counseling and small group counseling. Through our partnership with All for Youth, students have access to a Therapist and Behavior Interventionist. Teachers continue to implement Second Step SEL curriculum (Gr 7-8); and Imago SEL Curriculum (Gr 9+) in combination with PBIS, Electronic Point System (PBIS rewards), Raven Cards, and restorative practices schoolwide.

The PBIS team led by the Assistant Site Director participate in the Fresno COE PBIS Cohort, Community of Practices. The Assistant Site Director facilitates and leads professional learning/trainings for teachers on behavior management, de-escalation techniques, meet with students that were issued referrals, and address student behavioral issues. Aspen Ridge continues to utilize PBIS structures and strategies to increase student engagement and encourage positive behavior through clear expectations and rewards systems that allow all students to earn PBIS incentives.

Aspen Ridge develops and implements a comprehensive plan to reduce chronic absenteeism rates with the addition of a Counseling Intern to conduct a root cause analysis, identify and provide resources, and will implement an improved methodology for tracking students at risk for truancy.

Weekly mentor meetings that are integrated with Summit Learning take place with the goal that every student will have an assigned mentor (via Homeroom teachers) and meet weekly to review weekly goals and setting plan on how to accomplish those goals.
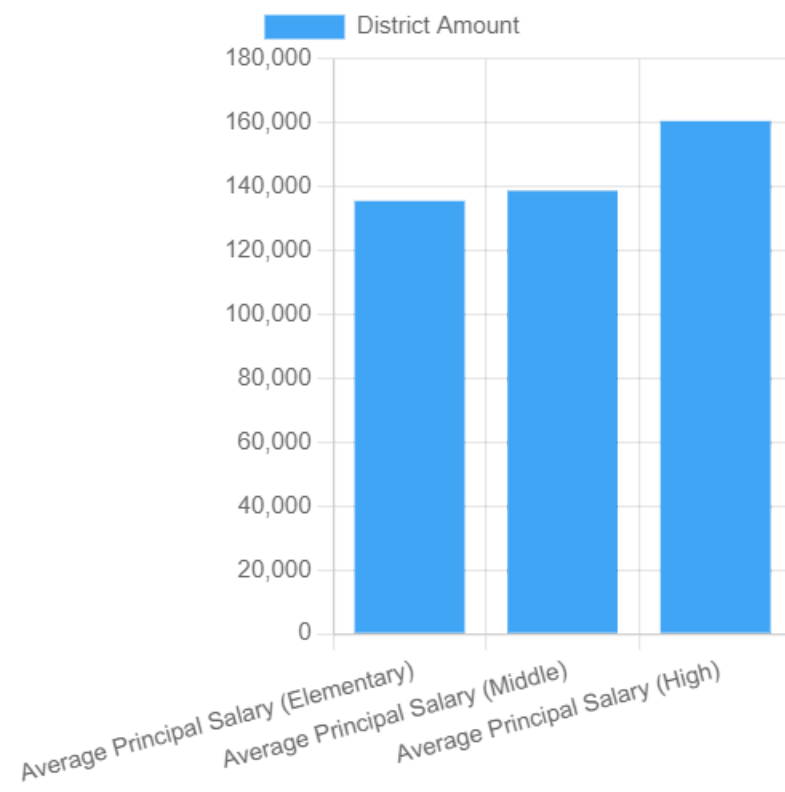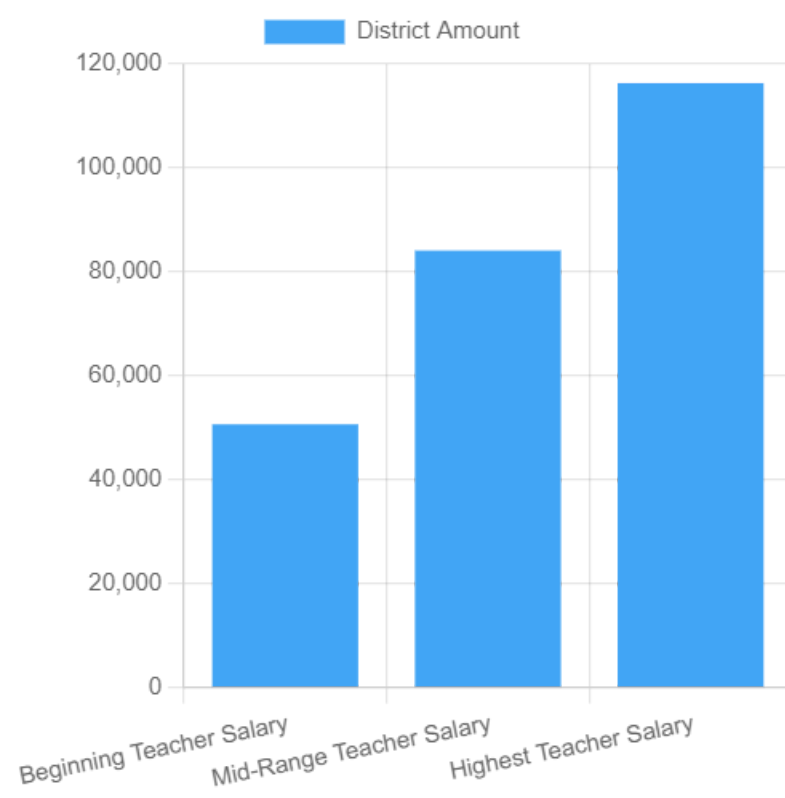
The Family Resource Counselor (Homeless and Foster Youth Liaison) conducts home visits, meet with families regularly to ensure family and student needs to address any barriers to daily school attendance.

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50660.00	$55549.60
Mid-Range Teacher Salary	$84095.00	$80702.84
Highest Teacher Salary	$116317.00	$109417.68
Average Principal Salary (Elementary)	$135547.00	$137703.47
Average Principal Salary (Middle)	$138723.00	$143759.63
Average Principal Salary (High)	$160569.00	$159020.77
Superintendent Salary	$355144.00	$319442.91
Percent of Budget for Teacher Salaries	32.71%	30.35%
Percent of Budget for Administrative Salaries	5.45%	4.87%

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

District Amount

- Beginning Teacher Salary
- Mid-Range Teacher Salary
- Highest Teacher Salary

District Amount

- Average Principal Salary (Elementary)
- Average Principal Salary (Middle)
- Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2022–23)

Aspen Ridge Public School does not offer AP Courses.

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/8/24

Professional Development

Aspen Ridge Public School provides all educators (General Education & SPED) with a robust evidence-based professional development that includes 7 days of Summer Professional Learning: 5 non-instructional days and weekly professional development during the school year.

All teachers receive instructional coaching from the Site Director, and Assistant Site Director, to improve delivery of instruction and the use of multiple types of evidence-based pedagogical strategies to address the diverse learning needs of our students.

The following are the 2023-24 schoolwide areas of focus:

- Academic Curriculum Training: i-Ready (Gr 7-11)
- Second Step SEL Curriculum (Gr 7-8)
- Imago SEL Curriculum (Gr 9-11)
- Culture of Learning & Rigor (Fair Schools)
- Trauma & Brain-based Practices: SEL
- Summit Learning Training (1 week summer, 2 days Fall, 2 days Spring)
- Summit Learning data informed practices
- Summit Learning instructional practices

- Supporting EL (Summit tools)
- ELD Instruction (Educeri): Launch to Literacy & Link to Literacy
- i-Ready tools for differentiation and Tier 1
- Accommodations & Modifications – Understanding the IEP
- Top 10 tips for supporting student behavior/Functions of behavior
- De-escalation techniques – Behavior
- Referral processes for Intervention: Academic & behavioral
- Trauma training & review: Student mental health & impacts within the classroom; Foster Youth/Homeless
- Diversity, Equity & Inclusion (DEI): LGBTQ+ Awareness & Inclusion
- Health & Puberty Education
- Universal Design for Learning (FCSS)
- Secondary Level number sense (FCSS)
- Trainings from EL Dorado Charter SELPA
- MTSS (FCSS)
- Alternatives to Suspension (FCSS)

Instructional Aides participate in professional learning opportunities on evidence-based high dosage tutoring; evidence-based classroom management pedagogical strategies, and PBIS.

Additional planned conferences will include:

- National Association for the Education of Homeless Children
- CCSA Conference
- CSDC: Leadership Training

Our partnership with Fairschools continue to further build on progress towards improved school culture, family participation, instructional practices, and positive behavior supports. This will take place through stakeholder surveys, data review, and goal setting.

To support teacher effectiveness and credential clearance, Aspen Ridge Public School partially funds teacher induction expenses.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	11	10	11

Last updated: 1/10/24