

Aspen Valley Prep Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address: 4221 North Hughes
Fresno, CA , 93705-1611

Principal: Nicole Rivera, Director

Phone: (559) 225-7737

Grade Span: K-6

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

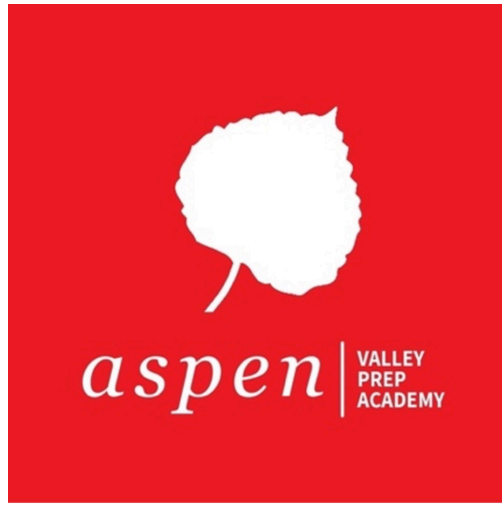
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, 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

Nicole Rivera, Director

📍 Principal, Aspen Valley Prep Academy

About Our School



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Contact

Aspen Valley Prep Academy
4221 North Hughes
Fresno, CA 93705-1611

Phone: [\(559\) 225-7737](tel:5592257737)
Email: nicole.rivera@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 Valley Prep Academy
Street	4221 North Hughes
City, State, Zip	Fresno, CA , 93705-1611
Phone Number	(559) 225-7737
Principal	Nicole Rivera, Director
Email Address	nicole.rivera@aspenps.org
Website	www.aspenps.org
County-District-School (CDS) Code	10621660106740

Last updated: 1/8/24

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

Aspen Valley Preparatory Academy was established in 2004 to serve the community. Since then, the school has expanded and currently serves 347 students in grades TK-6 with student demographics that reflect the community - 72% Hispanic, 11% African American, 12% White, 3% Asian, and 2% Two or More Races, of which 10% Students with Disabilities (SWD), 14% English Learners, 1% Foster Youth, 13% Homeless, and 77% Socioeconomically Disadvantaged.

The mission of Aspen is to transform the community by developing exceptional leaders, and our vision leads to greater quality of life for all people in Fresno, regardless of race or economic status. Aspen is focused on the promise of equal educational opportunity for all children. With its college-preparatory focus, the Aspen approach is attaining academic gains throughout the network.

Aspen's approach to teaching and learning enables every student to succeed at the highest levels. This involves:

- Recruiting and developing successful teachers and school leaders who strategically use student data to drive instruction and leadership development.
- Creating a school culture where joy and belonging mark the student experience, with an emphasis on developing leadership that focuses students on college and their futures.
- Providing students with grade-level curriculum, a facilitated learning environment that demands more student cognitive lift, and intense intervention when they are struggling, so that every child has a path to success.

We envision a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities.

Our community was severely impacted by the pandemic resulting in an increase in homelessness, transiency, high levels of childhood trauma, anxiety, and a lack of emotional regulation. For our young learners social distancing negatively affected learning and growth, and some experienced increased

separation anxiety. The pandemic has also resulted in high rates of chronic absenteeism, despite ongoing communication with families on the importance of daily attendance. Families are still reluctant to send their child to school if they are experiencing minimal signs of illness.

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.

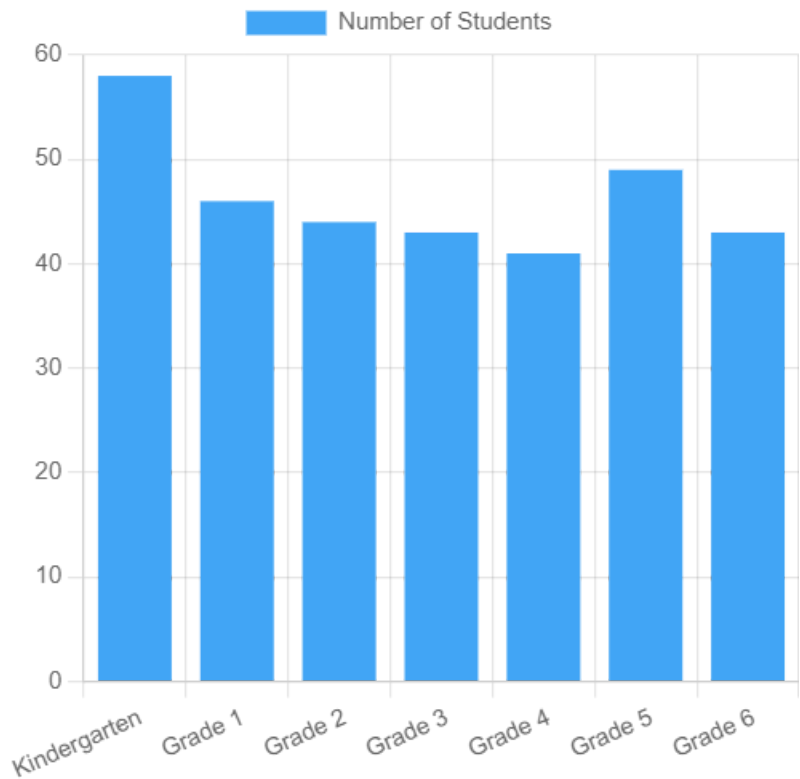
The PBIS team led by the Assistant Site Director participate in the Fresno COE PBIS Cohort, Community of Practices. The Assistant Site Director facilitates and leads professional learning/trainings for teachers on behavior management, de-escalation techniques, meet with students that were issued referrals, and address student behavioral issues. The Community School Coordinator will lead the Community Schools Steering Committee and seek partnerships with community based organizations that support our school's mission and vision. Aspen Valley Prep Academy has partnered with Fresno County Public Health for student physical health and movement.

To further improve student academic outcomes and accelerate student learning, we implemented tiered reading intervention during the instructional day using i-Ready reading diagnostic assessments as baseline data and to monitor progress over time. The Reading Intervention Teacher provides tiered intervention; and our school has purchased and implemented intervention curriculum for Fluency and Reading Comprehension. Our school was awarded a grant from Silicon Schools for English Language Arts and Math Instruction Partners. Additionally, Chronic absenteeism rates declined from 50.1% (2022) to 31.9% (2023), and continues to be an area for improvement and growth.

Last updated: 1/8/24

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

Grade Level	Number of Students
Kindergarten	58
Grade 1	46
Grade 2	44
Grade 3	43
Grade 4	41
Grade 5	49
Grade 6	43
Total Enrollment	324



Last updated: 1/8/24

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

Student Group	Percent of Total Enrollment
Female	47.50%
Male	52.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	2.50%
Black or African American	11.10%
Filipino	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.60%
Foster Youth	1.90%
Homeless	9.60%
Migrant	0.00%
Socioeconomically Disadvantaged	77.20%
Students with Disabilities	9.60%

Student Group	Percent of Total Enrollment
Hispanic or Latino	69.40%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	2.50%
White	12.00%

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)	7.80	37.14%	1940.00	82.79%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.20	0.95%	55.80	2.38%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	7.14%	130.70	5.58%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	95.60	4.08%	12115.80	4.41%
Unknown/Incomplete/NA	11.50	54.76%	120.90	5.16%	18854.30	6.86%
Total Teaching Positions	21.00	100.00%	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)	14.00	82.35%	3405.80	84.16%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	5.88%	101.90	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.88%	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	1.00	5.88%	92.60	2.29%	15831.90	5.67%
Total Teaching Positions	17.00	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	0.00
Misassignments	1.50	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.00

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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)	14.00%	2.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.70%	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	Core Knowledge: Grades TK-5 Summit Learning: Grade 6	Yes	0
Mathematics	Navigator Math: Grades TK-5 Summit Learning: Grade 6	Yes	0
Science	Studies Weekly: Grades TK-4 Amplify Science: Grade 5 Summit Learning: Grade 6	Yes	0
History-Social Science	Studies Weekly, CKLA Summit Learning: Grade 6	Yes	0
Foreign Language	Not applicable		0
Health	Lets Eat Healthy CA Dairy Council (TK-6)	Yes	0
Visual and Performing Arts	Teacher created CA Visual Arts Standards	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: 1/10/24

School Facility Conditions and Planned Improvements

Aspen Valley Prep Academy 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.

Last updated: 1/8/24

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
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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)	39%	36%	32%	33%	47%	46%
Mathematics (grades 3-8 and 11)	34%	34%	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	180	177	98.33%	1.67%	36.16%
Female	90	89	98.89%	1.11%	39.33%
Male	90	88	97.78%	2.22%	32.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	27	100.00%	0.00%	29.63%
Filipino	--	--	--	--	--
Hispanic or Latino	119	117	98.32%	1.68%	30.77%
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	23	22	95.65%	4.35%	68.18%
English Learners	13	13	100.00%	0.00%	15.38%
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30%	8.70%	23.81%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	137	135	98.54%	1.46%	30.37%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	27	100.00%	0.00%	14.81%

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.

Last updated: 1/8/24

**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	180	177	98.33%	1.67%	33.90%
Female	90	89	98.89%	1.11%	31.46%
Male	90	88	97.78%	2.22%	36.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	27	100.00%	0.00%	18.52%
Filipino	--	--	--	--	--
Hispanic or Latino	119	117	98.32%	1.68%	30.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	23	22	95.65%	4.35%	63.64%
English Learners	13	13	100.00%	0.00%	15.38%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	23	21	91.30%	8.70%	23.81%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	137	135	98.54%	1.46%	28.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	27	100.00%	0.00%	11.11%

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)	24.32%	28.57%	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.

Last updated: 1/8/24

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	49	49	100.00%	0.00%	28.57%
Female	21	21	100.00%	0.00%	33.33%
Male	28	28	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	18.18%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	31	31	100.00%	0.00%	22.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	39	39	100.00%	0.00%	20.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

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
5	98%	98%	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 Valley Preparatory Academy 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.

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.

At Aspen Valley Preparatory Academy 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

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	358	348	111	31.9%
Female	172	167	51	30.5%
Male	186	181	60	33.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	1	33.3%
Asian	8	8	1	12.5%
Black or African American	40	37	11	29.7%
Filipino	2	2	0	0.0%
Hispanic or Latino	251	245	78	31.8%
Native Hawaiian or Pacific Islander	3	3	3	100.0%
Two or More Races	9	9	4	44.4%
White	42	41	13	31.7%
English Learners	50	47	15	31.9%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Foster Youth	10	10	6	60.0%
Homeless	48	45	15	33.3%
Socioeconomically Disadvantaged	279	271	96	35.4%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	46	44	21	47.7%

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%	2.17%	3.91%	0.17%	5.72%	7.20%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	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	3.91%	0.00%
Female	1.16%	0.00%
Male	6.45%	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	5.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.39%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.76%	0.00%
English Learners	2.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	12.50%	0.00%
Socioeconomically Disadvantaged	4.66%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.17%	0.00%

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 Valley Prep Academy 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 Valley Prep Academy'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 Valley Prep Academy adheres to the California Department of Education (CDE) [Safe Schools Planning](#), a compliance tool for School Safety Plans.

Aspen Valley Prep Academy'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 threat, 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 if it 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.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	14	
1	22.00		16	
2	26.00		16	
3	26.00		16	
4	22.00	2	12	
5	19.00	14		
6	20.00	7	7	
Other**	23.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	24.00		6	
2	24.00		6	
3	24.00		6	
4	24.00		6	
5	24.00		6	
6	20.00	6		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	9	0	0
1	23.00	0	8	0
2	22.00	0	8	0
3	22.00	0	8	0
4	21.00	4	4	0
5	25.00	0	6	0
6	22.00	0	6	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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				

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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 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				
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.

Last updated: 1/8/24

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

Title	Ratio
Pupils to Academic Counselor*	324

* 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	0.60
Social Worker	
Nurse	0.30

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.30
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.

Last updated: 1/8/24

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	\$16410.90	\$6825.63	\$9585.27	\$59134.00
District	N/A	N/A	--	\$85768.00
Percent Difference – School Site and District	N/A	N/A	--	-36.80%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	23.00%	-39.10%

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

Last updated: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

Aspen Valley Preparatory Academy provides all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that includes Art, Music, and Drama.

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 Coordinator provides Tier 2 support focusing on students reading 2 or more years below grade level as identified using i-Ready assessments; and provides coaching for teachers and Instructional aides on evidence-based reading strategies for struggling readers. Instructional Aides provide evidence-based high dosage tutoring to identified/assigned students struggling in ELA and Math.

Students have access to the following interventions to accelerate learning:

- AIMS reading (supplemental) intervention.
- Before & After-school tutoring
- Winter intercession tutoring
- Summer School Program

Aspen Valley Preparatory Academy is committed to providing social-emotional and behavioral services to support the mental health need of our students. SEL 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 in combination with PBIS, Eagle Bucks (PBIS rewards), 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.

The Family Resource Counselor (Homeless and Foster Youth Liaison) conducts home visit, meet with families regularly to ensure family and student needs are met so that students are in attendance daily.

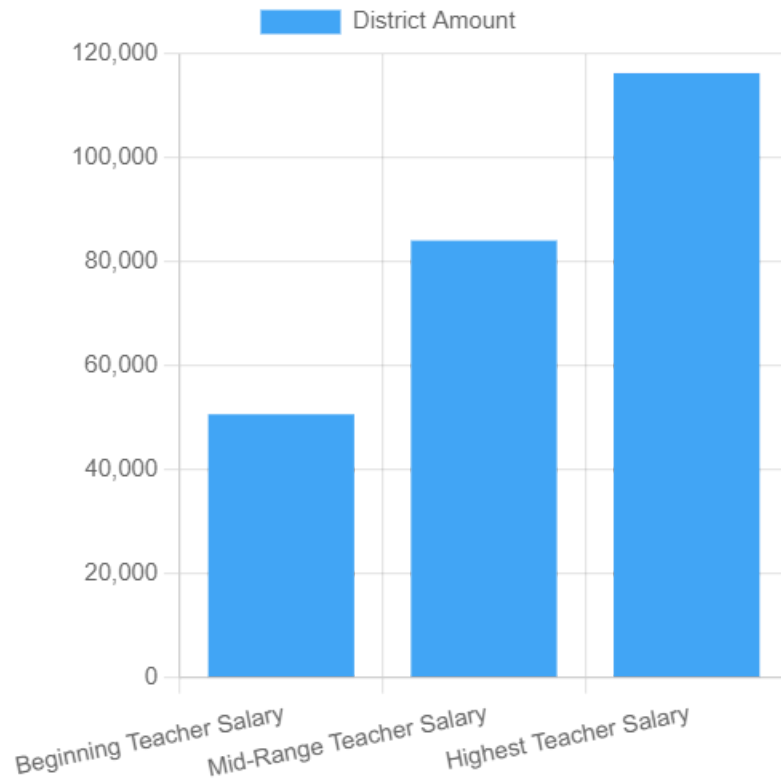
Last updated: 1/8/24

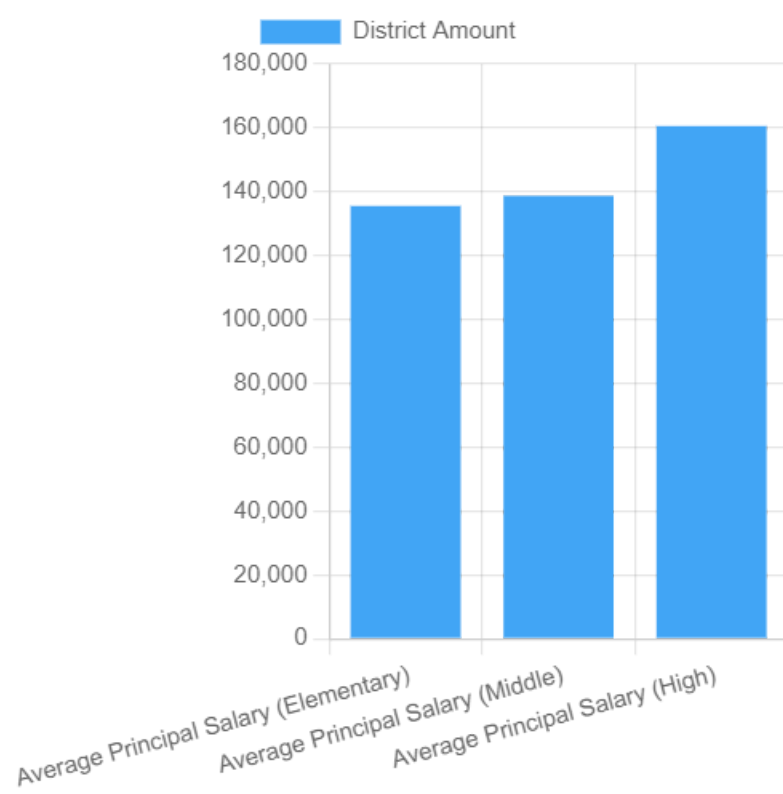
Teacher and Administrative Salaries (Fiscal Year 2021–22)

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

Category	District Amount	State Average For Districts In Same Category
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/>.





Last updated: 1/8/24

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

Aspen Valley Prep Academy serves grades TK-6, therefore this section does not apply.

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

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	11	7	8

Last updated: 1/8/24