

2024-2029

**MASTER
PLAN FOR
ENGLISH
LEARNERS**



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(All titles and subtitles are bookmarked and clickable)

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[*A list of common acronyms can be found here.](#)



Introduction

The Aspen Public Schools (APS) English Learner Master Plan was developed collaboratively with input from APS staff, students, and parents.

APS is dedicated to providing English Learners (ELs) with access to a 21st-century education that promotes high levels of English proficiency, mastery of grade-level standards, and multilingual development, in line with California's Vision of Success for English Learners.

Mission for English Learners

APS embraces the diverse strengths and needs of its EL students, preparing them for success in college, careers, and civic life in a global, multilingual world. We adhere to all legal requirements for EL services, including identification, placement, instruction, teacher training, reclassification, and program evaluation, ensuring that each student thrives.

Purpose of the English Learner Master Plan

The APS English Learner Master Plan aligns with California's Department of Education's English Learner Roadmap, providing clear guidance for EL programs, services, and practices that support multilingual students. It aims to create equitable opportunities for ELs to reach their full academic, linguistic, and social potential by updating policies and practices, aligning with research, and overcoming barriers to education. This effort reflects APS's mission of "transforming the community by developing exceptional leaders."

Highly Qualified Educators

APS hires teachers who are highly qualified for the position they assume and hold Cross-cultural, Language, and Academic Development (CLAD) or Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) credentials.

In the case of teachers holding an intern permit, Provisional Internship Permit (PIP), or Short-term Staff Permit (STSP), school leaders work closely with the individual to ensure they are making progress toward full credentialing, and parents are notified. These individuals are also assigned a mentor teacher and/or instructional coaching for support.



Guiding Principles

The [California English Learner Roadmap](#) from the California Department of Education aligns four principles to guide districts' work with EL students. These four principles also guide APS's work to ensure equitable access and achievement for our EL students and have provided a foundation for our work.



Assets-Oriented and Needs-Responsive Schools

APS prioritizes student-centered learning by valuing each individual's unique background and skillset. Teachers recognize the diverse experiences students bring to the classroom and leverage this knowledge to create inclusive and engaging learning environments. Our classrooms foster a culture of acceptance and inclusion, emphasizing an asset-based mindset where every student's contributions are valued and appreciated.



Intellectual Quality of Instruction and Meaningful Access

APS is committed to providing students with a rigorous, standards-aligned curriculum that meets its high expectations. Our teachers employ effective instructional strategies that support English language development while fostering critical thinking, problem-solving skills, and a rich vocabulary.



System Conditions that Support Effectiveness

APS is dedicated to supporting EL students and empowering our educators. We provide resources and professional development opportunities to enhance our staff's ability to meet the needs of our diverse student population. Professional learning focuses on research-based practices, cultural proficiency, data-driven decision-making, PLCs, MTSS, and other relevant areas to equip our educators with the tools they need to support all students effectively.



Alignment and Articulation Within and Across Systems

APS ensures that all English learners have access to a full, standards-aligned curriculum at every grade level, regardless of their English proficiency. We offer additional support tailored to individual student needs to facilitate their academic success.



Principle 1

Aspen Public Schools (APS) proudly serves a diverse student body, including over 125 English learners. We are committed to creating an inclusive and equitable learning environment where every student is valued and supported.

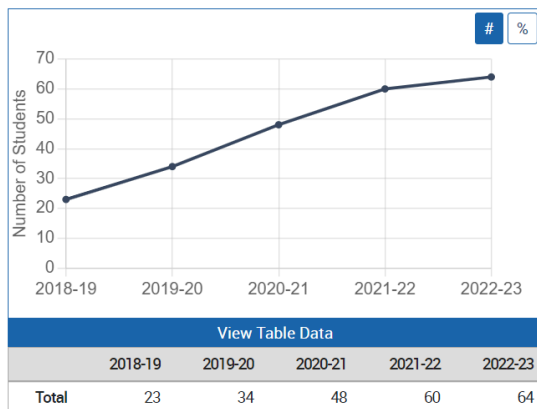
Assets-Based Belief

Our holistic approach ensures we meet the individual needs of all students, beginning with the designation process for ELs. This process accurately identifies students who qualify for language support, recognizing that our ELs bring a unique strength—the ability to communicate in multiple languages—with the potential for greatness.

Aspen Meadow (TK - 6th)

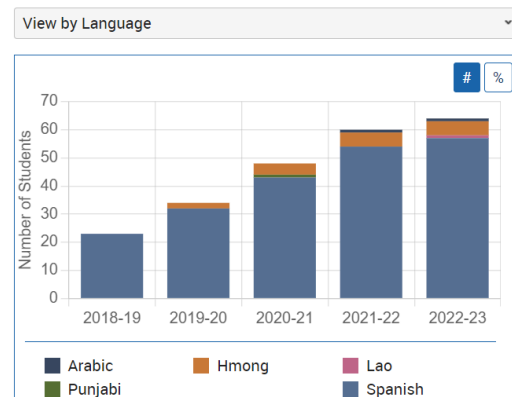
English Learners

Aspen Meadow Public
CDS Code 10-62166-0133942



Languages of English Learners

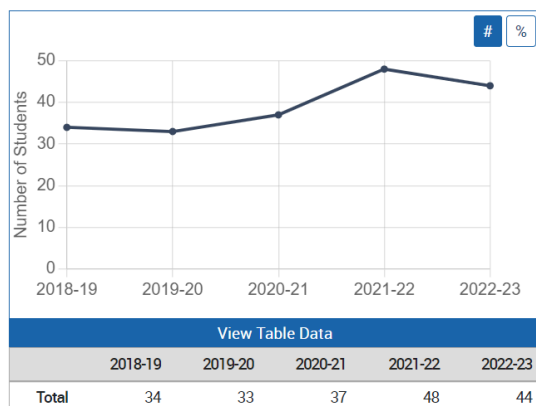
Aspen Meadow Public
CDS Code 10-62166-0133942



Aspen Valley (TK - 6th)

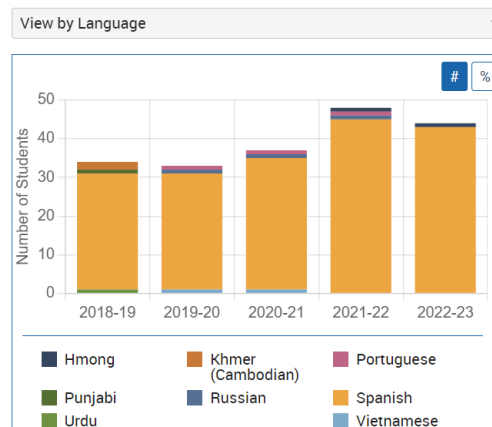
English Learners

Aspen Valley Prep Academy
CDS Code 10-62166-0106740



Languages of English Learners

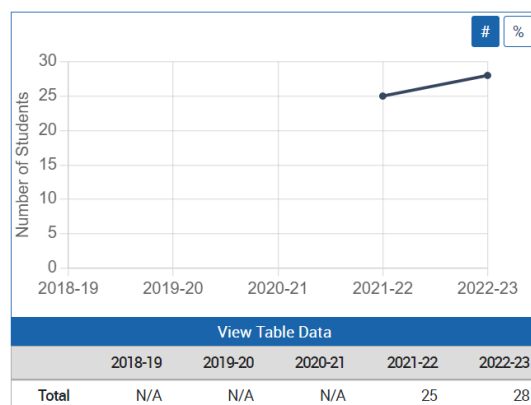
Aspen Valley Prep Academy
CDS Code 10-62166-0106740



Aspen Ridge (7th - 12th)

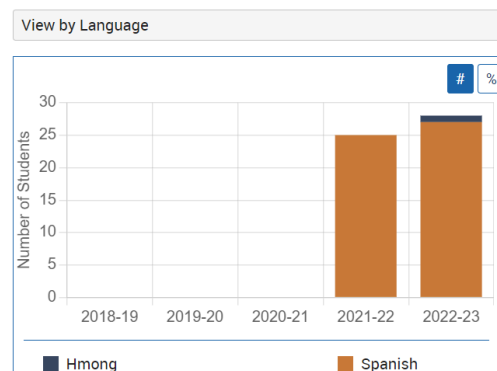
English Learners

Aspen Ridge Public
CDS Code 10-62166-0140806



Languages of English Learners

Aspen Ridge Public
CDS Code 10-62166-0140806



*Data Sources:

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Valley-Prep-Academy>

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Meadow-Public>

<https://www.ed-data.org/school/Fresno/Fresno-Unified/Aspen-Ridge-Public> and <https://dq.cde.ca.gov/dataquest/>

Enrollment, Initial Identification, and Placement

Upon registration at any APS school, all parents complete a Home Language Survey (HLS). This document is used to determine a student's primary language. In some cases, students may also complete a Primary Language Survey to gather further details about their home language. A sample of this document can be found here: [Home Language Survey Sample](#)

Students may also be given a Primary Language Survey to gather more information regarding their home language.

- ❖ If a parent/guardian's response to any of the first three questions is any language other than English, the student is assessed for English language proficiency with the initial English Language Proficiency Assessments for California (ELPAC) within the first 30 calendar days of enrollment. Based on these results, students are designated as Initial Fluent English Proficient (IFEP) or as EL; parents/guardians are notified of these results and are advised of placement.
- ❖ All students who are designated as ELs are assessed annually with the summative ELPAC in the spring.



Students who are identified as ELs receive instruction at various levels, tailored to their proficiency and grade level. Our goal is for all students, including ELs, to demonstrate academic growth throughout the year.

- ❖ All EL students are enrolled in Structured English Immersion (SEI) English classes, taught by teachers with appropriate EL authorization. In addition to core English instruction, students receive targeted English Language Development (ELD) support to foster cultural and linguistic growth.
- ❖ Our school staff regularly analyzes student data within their Professional Learning Communities (PLCs) to monitor progress and adjust instruction as needed to ensure the most effective learning experience for each student.
- ❖ Newcomers, At-Risk Long-Term English Learners (AR-LTEs), and Long-Term English Learners (LTEs) may receive more specialized instruction based on their language needs.

There is no single profile for an EL, and our leadership and staff embrace the opportunity to meet the varied academic, social-emotional, and linguistic needs of each EL typology. These typologies include:

- **Newcomers**
- **Well-Educated Newcomer/Immigrant**
- **Under-Schooled Newcomer**
- **Long-Term English Learner (LTE)**
- **At-Promise of Becoming a Long-Term English Learner (At-Promise LTE)**
- **English Learners with Disabilities (IEP)**

For further insights into the characteristics of these EL typologies, please see [Figure 1.0 in the EL Toolkit of Strategies](#).

Newcomer	AR-LTEs	LTEs
All Grades	Grades 4 & 5	Grades 6
Any student new to the US in the last year	4 or more years in US schools	6 or more years in US schools
*A newcomer who is reclassified will be moved out of the EL pathway 4 or more years in US schools, 1 or 2 on ELPAC S	1 or 2 on ELPAC	Did NOT make annual progress on ELPAC
	Standards not met on CAASPP	Standards not met on CAASPP



Reclassification and Monitoring

Reclassification is the process of identifying English learners who have become so proficient in English that they can successfully participate in regular English-only instruction. These students, known as Reclassified Fluent English Proficient (RFEP), were originally classified as English learners when they enrolled in school but have since demonstrated a high level of English proficiency.

After students take the English Language Proficiency Assessment for California (ELPAC), a collaborative team, including teachers, parents, and the student, reviews the student's data and discusses their progress. Students who meet the necessary criteria can transition out of the EL program.

Kindergarten - Eighth Grade Criteria for Reclassification	
English Language Proficiency Assessment for California (ELPAC)	Overall Score of 4
Comparison of Performance in Basic Skills (<i>Standardized Assessments</i>)	Most recent iReady Diagnostic scoring in “early on grade level” or “mid or above grade level” or CAASPP ELA Scale Score
Comparison of Performance in Basic Skills (<i>Additional Data/Assessments</i>)	At the beginning of the year, the CKLA Assessment End of Year CKLA Assessment
Team Recommendation	<ul style="list-style-type: none">• Teachers will evaluate curriculum mastery data and share recommendations via Google form• The assessment coordinator compiles data and shares recommendations with the teaching team and administrators• All parties sign the form; the assessment coordinator files
Parent Consultation	Parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and opportunities for parental involvement. Parents are encouraged to participate actively in the reclassification process by offering their opinions and consultation.



Grades 9+ Criteria for Reclassification	
English Language Proficiency Assessment for California (ELPAC)	Overall Score of 4
Comparison of Performance in Basic Skills (<i>Standardized Assessments</i>)	CAASPP ELA Scale Score** or most recent Star Diagnostic scoring in “early on grade level” or “mid or above grade level” (see “grade equivalent (GE)” score ex, 9.3)
Comparison of Performance in Basic Skills (<i>Additional Data/Assessments</i>)	Teachers review English course assessment performance and project completions
Team Recommendation	<ul style="list-style-type: none"> Teachers will evaluate curriculum data and share recommendations via Google form The assessment coordinator compiles data and shares recommendations with the teaching team and administrators All parties sign the form; the assessment coordinator files
Parent Consultation	Parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and opportunities for parental involvement. Parents are encouraged to participate actively in the reclassification process by offering their opinions and consultation.

Reclassification Monitoring

California Education Code 313(d) mandates that all reclassified English Learners (ELs) be closely monitored for a four-year period. This involves regular reviews of the student's academic progress and achievement to ensure ongoing success. If a student shows signs of falling behind, appropriate interventions must be implemented to support their progress.

At APS, the four-year monitoring process requires teachers and site administrators to complete a yearly reclassification evaluation in the student information system. The evaluation questions assess the student's grades, assessments, and social-emotional progress compared to their peers. If a student demonstrates signs of struggling or falling



behind, schools are obligated to provide, document, and monitor all interventions and additional support offered to help the student succeed in the school's regular education program.

Provisions for English Learners with Disabilities

EL students who are dually identified may require additional support and/or accommodations. This knowledge empowers our site teams to collaborate closely with our Special Education teams, ensuring that all students receive the individualized support necessary for success.

An EL student's progress may not be due to a lack of English language understanding but may be due to learning gaps or a possible learning disability. In this case, a student may be recommended to the Student Study Team (SST). A student may not be referred for special education services unless it can be established that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over a significant period of time, have been confirmed not to work. The SST identifies academic and linguistic concerns, designs a positive course of action, and monitors the impact.

Students referred for further assessment may qualify for an Individualized Education Plan (IEP), which outlines specified goals, services, and supports tailored to their unique needs. Qualifying an EL student for an IEP involves careful consideration of factors such as:

- Identifying the differences between language acquisition delays and delays related to a potential disability.
- Investigating and understanding the students' language levels in English and their home language.

If a student is identified for special education services, an individualized education program (IEP) for an English learner with exceptional needs is developed, reviewed, and revised. IEP documents any provisions needed regarding English language development. It will be translated for parents as appropriate.

Students on an IEP will continue to receive ELD instruction in conjunction with their core curriculum, adapted to meet their individual needs. APS follows the state-recommended guidelines for the reclassification of Students with Special Needs. More information about these reclassification guidelines can be found [here](#).

When a student's IEP team determines that the pupil has a significant cognitive disability that prevents them from participating in the initial or summative assessment, or



a section of either test, even with resources, the student shall be assessed as specified in the student's IEP. (5 CCR Section 11518.30)

Principle 2

Goal 1 in our strategic plan is to meet the needs of ALL students. This requires us to hold high standards for both our staff and students. Our staff is committed to achieving this goal through their work with instructional programs across the district, including their dedication to supporting our English language learners.

Instructional Program

At Aspen Public Schools (APS), our ELs are immersed in a rigorous, standards-aligned curriculum designed to help them achieve academic excellence on par with their peers. APS staff recognize the pivotal role of collaborative discourse and academic vocabulary in fostering English language development across all subjects throughout the school day.

Our adopted English Language Arts curriculum incorporates designated and integrated English Language Development (ELD), aligning with California's ELD standards. Additionally, the district provides supplementary resources, including online tools, to further support language acquisition during integrated and designated ELD instruction.

All EL students at APS are placed in a Structured English Immersion (SEI) setting alongside their peers, ensuring access to core content, grade-level standards, and integrated ELD instruction. In SEI classrooms, EL students receive the same rigorous, standards-based curriculum as all other students, with differentiation tailored to meet their diverse needs. Teachers employ various student engagement techniques to promote active participation across all student groups. These include using visuals, a range of question types, and research-based strategies that foster discourse, language development, and critical thinking. Additionally, seating arrangements, anchor charts, modeling, and other evidence-based practices are utilized to enhance learning.

EL students also receive designated ELD instruction aligned with the California ELD standards, targeting their specific language proficiency levels. Tutoring and additional interventions are available through school site programs to further support their success. These supports include opportunities for students to attend summer school, focusing on academics, language acquisition, and enrichment. Services and programs for EL students, including cultural and language development, additional supports, and



summer learning opportunities, are funded through general fund resources and LCAP funds.

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from the specified curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

To enhance our EL language development, APS has implemented a comprehensive designated ELD curriculum. This curriculum is designed to provide targeted instruction and support to help ELs acquire English proficiency. The following table outlines the specific programs used in each grade level:

Grade Level	Designated ELD Curriculum
TK- 5	CKLA Language Studio
6th	Inside Fundamentals
7th- 12th	Launch to Literacy

Instructional strategies and materials are differentiated for ELs based on grade levels to ensure they receive the support needed to develop language proficiency while mastering grade-level content.

For younger grades (K-2), the focus is on building foundational language skills through phonics-based approaches, visual aids, and hands-on activities. Teachers use scaffolding techniques, such as sentence frames, word banks, and guided reading practices, to help students engage with content while developing their vocabulary and comprehension. Instructional materials include picture books, visual learning charts, and language-rich activities that integrate speaking and listening skills.

In upper elementary grades (3-6), strategies shift towards enhancing academic language and comprehension. Teachers integrate more complex texts and emphasize reading comprehension strategies, such as summarizing, questioning, and making



inferences, while providing scaffolds. Digital resources and interactive software are also used to support ELs in understanding challenging concepts. Instructional materials include leveled readers, graphic organizers, and collaborative group activities that promote language development alongside content mastery.

For middle and high school ELs (7-12), instructional strategies focus on academic language development in content areas like science, history, and mathematics. Teachers use differentiated materials such as modified texts, glossaries of key academic terms, and sentence starters for writing assignments. Instruction is geared toward developing social and academic language, focusing on preparing ELs for more advanced coursework. Language development is supported through structured peer discussions, targeted writing assignments, and the use of bilingual aides, where available.

IB, Advanced Placement, and A-G Subject Requirements

For ELs who demonstrate advanced proficiency, schools provide access to more rigorous academic programs such as International Baccalaureate (IB) and Advanced Placement (AP) courses. These courses help meet A-G subject requirements necessary for university admission. Schools ensure that ELs, including Long-Term English Learners (LTELs) and those at risk of becoming LTELs, are not limited in their academic opportunities and can fulfill A-G subject requirements through targeted supports.

Parent Notification

APS prioritizes strong partnerships with parents and guardians as key to student success. We are committed to providing clear, timely, and transparent communication with families to ensure they are informed and actively involved in their child's educational journey.

- **Initial Placement Notification:** After a student's initial ELPAC assessment, parents/guardians are notified about their child's placement in a language development program.
- **Annual Updates:** Parents/guardians receive annual updates on their child's language program placement and progress.
- **Progress Reports:** Parents receive regular progress updates on their child throughout the school year. The timing and format of these updates may vary by school site and grade level.



- **IEP Modifications:** If an EL student has an IEP, parents are notified about any specific language support modifications or accommodations. Parents should work with the IEP team to discuss any concerns.
- **Reclassification Notification:** When a student qualifies for reclassification, the school informs parents and invites them to celebrate this achievement with their child.
- **Intervention & Summer School:** If a student needs additional support, such as summer school or interventions, parents are directly notified by their school site.

Cultural Identity

At Aspen Public Schools, we deeply value the cultural diversity of our staff, students, families, and educational partners. We are committed to recognizing the strengths our EL students bring to our community. We take an asset-oriented approach, understanding that being multilingual enriches our school environment and better equips our students for college and future careers.

Our schools incorporate texts and activities that engage students and reflect the diverse cultures present within our community. Students are given opportunities to share their own cultural experiences and learn about others through classroom lessons, school-wide events, and activities. This exchange of cultural knowledge helps to foster a more inclusive and understanding environment.

At each APS school site, students engage in social-emotional learning throughout the day, focused on building relationships, creating safe learning spaces, and promoting inclusion and affirmation. This is supported through district-approved curricula such as Second Step and the Leader in Me program, which emphasize acceptance, inclusion, and leadership development.

Additionally, APS schools host various multicultural events to celebrate diversity and teach acceptance.



Principle 3

By actively contributing to Strategic Goal 3: Investing in Staff, APS collaborates with school leaders to enhance the capacity of teaching teams through data-driven instruction, professional development, and the PLC process. This approach emphasizes the analysis of overall and subgroup data to inform instructional decisions and promote continuous improvement.

APS utilizes various assessments to monitor ELs' progress throughout the year. This data informs teaching practices and interventions, ensuring students are on track for academic success.

Assessments and Monitoring

Key Assessments for EL Students

Assessment Type	Purpose	Frequency
iReady Diagnostics	Benchmark academic progress in Grades K-8th	Administered multiple times a year
STAR	Benchmark academic progress in Grades 9+	Administered multiple times a year
Curriculum Assessments	Measure student understanding of Common Core State Standards	At progress monitoring points during the year
California Assessment of Student Performance and Progress (CAASPP)	State assessment for all students in Grades 3-8, and 11	Annually
ELPAC (English Language Proficiency Assessments for California)	Measures English proficiency for ELs	Administered annually
Alternative ELPAC	For ELs with significant cognitive disabilities	Administered annually

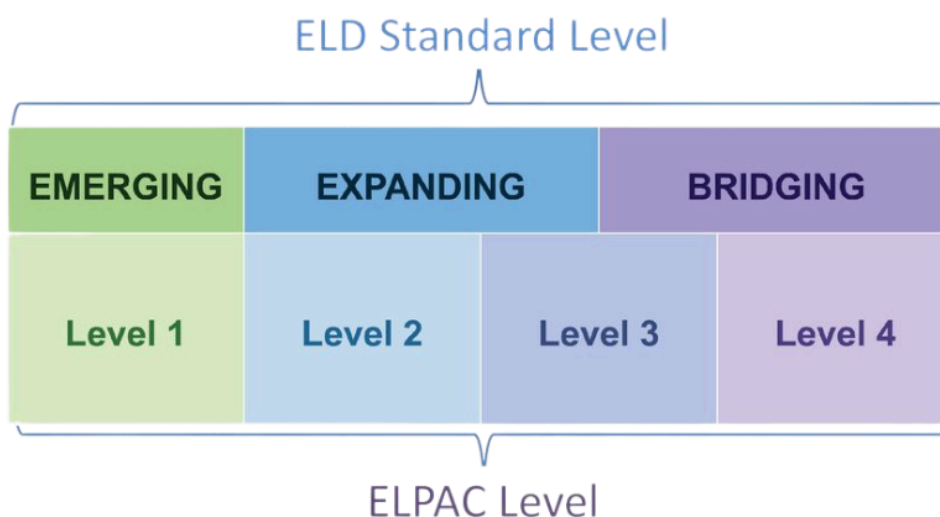


In addition to these assessments, Long-Term English Learner (LTEL) and reclassification data are regularly reviewed to ensure that students are progressing toward English proficiency.

Summative ELPAC Details

Aspect	Description
Administration Window	February – May 31
Who Takes It	All English learners in grades TK–12 until reclassified as Fluent English Proficient (RFEP)
Domains Assessed	Listening, Speaking, Reading, Writing
Test Format	Computer-based; administered individually (K–1) and in groups (Grades 2–12, except Speaking)
Timing	Untimed; testing duration varies by grade, domain, and individual student

ELPAC and ELP Score Ranges



Sample ELPAC score reports can be found [here](#). You can read about Proficiency Level descriptors [here](#) to learn more about them.



Alternative ELPAC

APS uses the Alternative ELPAC for English learners with significant cognitive disabilities. This assessment is aligned to the same domains and standards but is tailored to meet the specific needs of these students as per their IEP.

Professional Development

APS invests in ongoing professional development for teachers and school leaders to ensure a supportive learning environment for all students, including English Learners. These efforts align with APS's 2024-2025 LCAP, which outlines a PD plan to improve EL program delivery, reclassification rates, and academic success.

Teachers receive ongoing PD focusing on research-based strategies for enhancing EL student engagement, language acquisition, and academic achievement. Through PLCs, teachers collaborate to analyze student data, share best practices, and plan for effective instruction in general education classrooms and designated ELD settings.

School leaders also participate in targeted PD to develop the skills and knowledge necessary to support teachers in delivering high-quality ELD instruction. This includes training in best practices, instructional coaching, and critical reflection on their own approaches to supporting EL learners.

Teachers' PD Topics	Leaders' PD Topics
Data Analysis & PLCs	MTSS (Multi-Tiered Systems of Support)
Language Acquisition & Literacy Strategies	Cultural Competency & Social-Emotional Learning
Diversity & Cultural Competency	EL Coaching for Integrated and Designated ELD
Differentiation & Scaffolding for EL Learners	Critical Reflection of Practices
Core Knowledge Language Studio / Cengage Curriculum	Instructional Leadership Development
ELPAC Assessment Training	
Communication with EL Families	

Program Monitoring and Evaluation

Charter Management Organization (CMO) leaders and school leaders at APS are responsible for evaluating the effectiveness of the curriculum, strategies, and overall programs for our EL students. This evaluation is determined by multiple factors, including annual progress, reclassification rates, the number of Long-Term English Learners (LTELs), and educational partner feedback.

The Chief Academic Officer (CAO) and School Data Analyst work closely with school leaders to evaluate EL programs, audit curriculum, and support teacher development. The CAO will also ensure students have access to standards-based instruction and integrated and designated ELD time.

The Master Plan for English Learners will also be used as a framework to support strategies for EL students. To ensure compliance, APS has also outlined specific goals and actions in the Local Control Accountability Plan.



Principle 4



APS ensures that its EL programs are aligned with Strategic Plan Goal #2, Reestablish Family Relationships, and Goal #4, Establish Operational Effectiveness by focusing on alignment across grade levels, providing extra resources, and ensuring coherence across schools.

Alignment & Articulation

APS empowers each school to design schedules and systems that best meet the needs of its site, staff, and community. At each site, schools are engaged in various efforts to support language development, including:

- Ensure there is a clear and systematic progression of language development expectations from transitional kindergarten through secondary levels.
- Use of adopted core curriculum to maintain consistent, standards-aligned instruction.
- Implement language-rich ELA curricula that align with elementary language expectations.
- Use of adopted ELD curriculum to maintain consistent, ELD standards-aligned instruction.
- Implementation of research-based supplemental materials and strategies
- Employment of bilingual instructional aides to provide additional language support, especially for younger learners.
- Certificated staff teach both designated ELD time and integrated ELD instruction to help students with language development and core subjects.
- Classified staff working alongside classroom teachers to provide additional assistance in various content areas, as needed.
- Foster strong collaboration between elementary and secondary schools to ensure smooth transitions for ELs as they progress through different educational stages.
- Use data-driven monitoring tools to assess EL students' progress, ensuring that reclassification criteria are clear and consistently applied.
- Regularly evaluate program effectiveness and make adjustments based on feedback from teachers, students, and families.
- Create opportunities for teachers across grade levels to collaborate, sharing data and strategies to support ELs' continuous language growth.

Providing Extra Resources



Our Extended Learning Opportunities Program (ELO-P) and Community Schools provide APS students with extended learning time and additional support, including tutoring and social-emotional resources.

Grade Level	Program/Support	Description
Elementary School	Extended Learning Opportunities Program (ELO-P)	Provides additional instructional time to through homework help and academic time to strengthen English language skills after school and during intersession breaks.
	Community Partnerships: Reading Excellence Center & Eurgubian Academic Center	Offers targeted tutoring in reading and math to support English learners in key academic areas.
Middle/High School	Office Hours	During office hours, students can receive personalized academic support from teachers in one-on-one or small group settings, as needed
	Community Partnerships: Troy Center & Eurgubian Academic Center	Offers after-school tutoring and mentoring

Family and Community Engagement

APS values the strong partnership between staff, parents, and community members, and provides many ways for everyone to get involved in the education of our students. These opportunities for parent involvement include but are not limited to:

- Parent Advisory Committees (PAC)
- English Language Advisory Committees (ELAC)
- District English Learner Advisory Committee (DELAC)
- Community Schools Advisory Committee
- Family Leadership/Lighthouse Teams

According to California Education Code (EC 52176(b)), APS schools with 21 or more EL students are required to establish an ELAC, and APS schools with more than 51 EL are also required to have a district-wide DELAC.



Below is an overview of the ELAC and DELAC committees:

Committee	Purpose	Participation Requirements	Key Functions
ELAC	School-level committee focused on EL student support	Parents of EL students must represent the same percentage on the committee as their children represent in the student body	Promotes collaboration between parents, schools, and the district to support EL students
DELAC	District-level committee advising on programs and services	Open to parents of EL students, who provide feedback and advice for district programs	Provides parent training and advises the district on EL programs and services, ensuring alignment with the California EL Roadmap. Feedback is considered in the LCAP.

APS also offers a variety of parent engagement opportunities through events such as Coffee with the Principal, Snack Chats, or Pastries with the Principal. These free events provide a chance for families to engage with school leaders. For more details, visit the school's calendar and check ParentSquare for updates.

APS works closely with over 40 community organizations to offer a variety of support services to our families. Some of our community partners include:

- [Big Smiles](#)
- [See2Succeed](#)
- [RISE \(Resiliency Center\)](#)
- [All4Youth](#)
- [FairSchools](#)
- [Central Valley Justice Coalition](#)
- [CalFresh](#)
- [Fresno Mission City Center](#)
- [Teaching Fellows](#)
- [California State University, Fresno](#)
- [Rescue the Children](#)
- [Troy Center](#)

